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|  <b>Year Group: 2</b>                                                                              | <b>Value Focus: Contribute</b> | <b>AUTUMN TERM 1 School Year 2026-2027</b>                               |
| <b>RRS Article 12:</b> Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. |                                | <b>British Values:</b><br>Democracy, Individual liberty, The rule of law |

|                                  | Week 1<br>30 <sup>th</sup> August 2026                                                                                    | Week 2<br>7 <sup>th</sup> September 2026                                                                                             | Week 3<br>14 <sup>th</sup> September 2026                                                                                | Week 4<br>21 <sup>st</sup> September 2026                                                                                                                               | Week 5<br>28 <sup>th</sup> September 2026                                                                                                                                                                                | Week 6<br>5 <sup>th</sup> October 2026<br><b>Year 2 PIXL Testing</b>                                                                          | Week 7<br>12 <sup>th</sup> October 2026                                                                                  | Week 8<br>19 <sup>th</sup> October 2026                                                                                 |
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| <b>Whole School Events</b>       | Monday Holiday<br>Tuesday INSET                                                                                           | Establishing Week 2<br>Welcome Meetings<br>Elections<br>Curriculum<br>Newsletters Home<br>RRSA Buzz Day (Fri)                        | Job Centre and Clubs start                                                                                               | Tennis Coaching<br>Photo Day                                                                                                                                            | Parents Evening<br>National Poetry Day                                                                                                                                                                                   | Parents' Evenings<br>Year 3 to Horniman                                                                                                       | Attendance Focus<br>Fortnight                                                                                            | Attendance Focus<br>Fortnight<br>Attendance Reward                                                                      |
| <b>Curriculum Monitoring</b>     | Establishing Week                                                                                                         | Planning                                                                                                                             | Presentation                                                                                                             | RWI                                                                                                                                                                     | Planning                                                                                                                                                                                                                 | Writing/Kinetic Letters                                                                                                                       | Maths                                                                                                                    | Books of Wonder (RE & P4C)                                                                                              |
| <b>Enrichment (Trips/Visits)</b> |                                                                                                                           |                                                                                                                                      | Parliament Trip<br>Tennis Coaching                                                                                       | Y6 Junior Citizens                                                                                                                                                      | BHM<br>Year 6 Junior Citizen<br>Y6/Y7 Picnic                                                                                                                                                                             | H'Man -Year 3                                                                                                                                 | Year 6 Residential                                                                                                       | Year 5 Residential                                                                                                      |
| <b>Class Read (Story time)</b>   | Texts from previous year groups should be revisited - <a href="#">Curriculum Texts (CUSP).xlsx</a><br><b>Magic Finger</b> |                                                                                                                                      |                                                                                                                          |                                                                                                                                                                         |                                                                                                                                                                                                                          |                                                                                                                                               |                                                                                                                          |                                                                                                                         |
| <b>English Reading</b>           |                                                                                                                           | <b>Grandad's Island (x3 lessons)</b><br>Focus on the core text for prediction and retrieval Focus on the narrative for retrieval     | <b>Grandad's Island (x 2 lessons)</b><br>Focus on the directions for inference and the core text for a personal response | <b>Aesop's Fables The Goose that Laid the Golden Eggs (x3 lessons)</b><br>Focus on the core text for retrieval and sequencing Focus on the news article for summarising | <b>Aesop's Fables The Goose that Laid the Golden Eggs (x2 lessons)</b><br>Focus on the core text for inference Focus on the core text, news article and narrative extract for understanding themes and personal response | <b>Mrs. Noah's Pockets (x3 lessons)</b><br>Focus on the core text for summarising and retrieval Focus on the narrative extracts for retrieval | <b>Mrs. Noah's Pockets (x 2 lessons)</b><br>Focus on the core text for inference and the article for a personal response | <b>Following Year 2 PiXL Testing</b><br><br>Continue Mrs Noah's Pockets and gap closing sessions based on test outcomes |
| <b>Reading Outcomes</b>          |                                                                                                                           | <b>Know:</b><br>Information can be retrieved from both text and illustrations<br>Inferences can be made from gaps in the information |                                                                                                                          | <b>Know:</b><br>A synonym is a word that means the same as another word Inferences need to be supported with clues from the text<br><b>Be able to:</b>                  |                                                                                                                                                                                                                          | <b>Know:</b><br>Summaries can take many forms Inferences need to be supported with evidence from the text<br><b>Be able to:</b>               |                                                                                                                          |                                                                                                                         |

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|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Be able to:</b><br>Retrieve actions from a text to perform them<br>Make inferences from what is not said                                                                                                                                                                                                                                                                                                                                                                 | Find and copy words with a similar meaning<br>Select best evidence to support a given inference                                                                                                                                  | Draw story maps to summarise<br>Select specific evidence to support a given inference                                                                                                                                                                              |                                                                                                                                      |                                                                                                                          |                                                                                       |
| English Writing  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Character descriptions (x2 lessons)</b><br>Explicit teaching of the grammatical structures and text conventions required                                                                                                                                                                                                                                                                                                                                                 | <b>Character descriptions (x3 lessons)</b><br>Structural understanding, planning and execution of extended task                                                                                                                  | <b>Poems developing vocabulary</b><br>Exploring and discussing poems, in particular the language choices                                                                                                                                                           | <b>Simple retelling of a narrative (x2 lessons)</b><br>Explicit teaching of the grammatical structures and text conventions required | <b>Simple retelling of a narrative (x3 lessons)</b><br>Structural understanding, planning and execution of extended task | <b>Simple retelling of a narrative (x2 lessons)</b><br>Execution of the extended task |
| Writing Outcomes |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Know:</b><br>Different descriptive techniques<br>Conjunctions can be used to extend sentences<br><b>Be able to:</b><br>Select precise adjectives to use in expanded noun phrases<br>Use some common conjunctions to extend sentences<br><b>Know:</b><br>That some poems are intended to be sung<br>A dictionary can support finding the meaning of unknown words<br><b>Be able to:</b><br>Make connections between poems<br>Explore and explain key language from a poem | <b>Know:</b><br>That some poems are intended to be sung<br>A dictionary can support finding the meaning of unknown words<br><b>Be able to:</b><br>Make connections between poems<br>Explore and explain key language from a poem | <b>Know:</b><br>Ideas and language from stories read can inspire your own stories<br>Third person is an outside perspective<br><b>Be able to:</b><br>Retell a story in the correct order<br>Use a range of descriptive devices to describe characters and settings |                                                                                                                                      |                                                                                                                          |                                                                                       |
| VGPS             | <b>Introduce:</b><br>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]<br>Past and present tense<br>Compounding to make new nouns<br>Formation of adjectives using suffixes such as –ful, –less<br>Expanded noun phrases<br>Statement, command, question, exclamation sentences<br><br><b>Revisit:</b><br>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                    |                                                                                                                                      |                                                                                                                          |                                                                                       |

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|                                     | <p><b>Consolidate:</b></p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)<br/>How the prefix un– changes the meaning of verbs and adjectives</p>                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Spoken Language Expectations</b> | <ul style="list-style-type: none"> <li>• Listen and respond to adults and their peers</li> <li>• Ask questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate opinions</li> <li>• Give descriptions, narratives for different purposes, including for expressing feelings</li> <li>• Maintain attention and participate in collaborative conversations</li> <li>• Speak audibly</li> <li>• Participate in discussions, performances, role play, improvisations</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Maths</b>                        | <p><b>Establishing Weeks</b></p> <p>Writing date and aim in Maths book<br/>Drawing a margin</p> <p>- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward<br/>- Reading the time</p>                                                                                                                                                                                                                                                                                                                                   | <p><b>Number: Place Value</b></p> <p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward <a href="#">Buzzy Bee</a>, <a href="#">Five steps to 50</a></p> <p>Recognise the place value of each digit in a two-digit number (tens, ones) <a href="#">Snail One Hundred</a>, <a href="#">Two-digit targets</a>, <a href="#">6 Beads</a></p> <p>Identify, represent and estimate numbers using different representations, including the number line <a href="#">Tug of War</a>, <a href="#">Count the crayons</a>, <a href="#">How would we count?</a></p> <p>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs <a href="#">Domino Sequences</a>, <a href="#">Next Domino</a>, <a href="#">100 Square Jigsaw</a>, <a href="#">That Number Square!</a>, <a href="#">Domino Number Patterns</a></p> <p>Read and write numbers to at least 100 in numerals and in words</p> <p>Use place value number facts to solve problems <a href="#">I like...</a>, <a href="#">Largest even</a>, <a href="#">Round the two dice</a>, <a href="#">Light the Lights</a></p> | <p><b>Number: Addition and Subtraction</b></p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 <a href="#">Strike it out</a>, <a href="#">Number round up</a>, <a href="#">4 Dom</a><br/>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <p>A two-digit number and ones<br/>A two-digit number and tens<br/>Two two-digit numbers<br/><a href="#">Adding three one-digit numbers</a></p> <p><a href="#">Cuisenaire Environment</a>, <a href="#">Unit Differences</a>, <a href="#">Dicey Addition</a>, <a href="#">Number Balance</a>, <a href="#">Jumping Squares</a></p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot <a href="#">Always sometimes never</a></p> <p><a href="#">NCETM Y1 Recap of 10-100</a></p> |

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|                    |  |                                | <p><a href="#">NCETM Planning Resources</a><br/> <a href="#">Power Maths</a><br/>           NRich: <a href="#">Buzzy Bee</a>, <a href="#">Five steps to 50</a>, <a href="#">Snail One Hundred</a>, <a href="#">Two-digit targets</a>, <a href="#">6 Beads</a>, <a href="#">Tug of War</a>, <a href="#">Count the crayons</a>, <a href="#">That number square!</a>, <a href="#">100 square jigsaw</a>, <a href="#">I like...</a>, <a href="#">Largest even</a>, <a href="#">Round the two dice</a>, <a href="#">Domino Sequences</a>, <a href="#">Next Domino</a>, <a href="#">100 Square Jigsaw</a>, <a href="#">That Number Square!</a>, <a href="#">Domino Number Patterns</a><br/>           Books: The King's Commissioners (Aileen Friedman), A Place for Zero (Angeline Sparagna LoPresti), One is a Snail, Ten is a Crab (April Pulley Sayre), Spunky Monkeys on Parade (Stuart J Murphy),</p> <p><b>EXS ITAF:</b> Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus</p> |                                |                                                         | <p><a href="#">NCETM Y2 Bridging 10</a><br/> <a href="#">NCETM Planning Resources</a><br/> <a href="#">Power Maths</a><br/>           NRich: <a href="#">Sitting around the party tables</a>, <a href="#">Two Spinners</a>, <a href="#">Half time</a>, <a href="#">Heads and Feet</a>, <a href="#">Noah</a>, <a href="#">Eggs in baskets</a>, <a href="#">Birthday cakes</a>, <a href="#">Getting the Balance</a>, <a href="#">Cuisenaire Counting</a>, <a href="#">The Brown Family</a>, <a href="#">Strike it out</a>, <a href="#">Number round up</a>, <a href="#">4 Dom</a>, <a href="#">Dicey Addition</a>, <a href="#">Cuisenaire Environment</a>, <a href="#">Unit Differences</a>, <a href="#">Dicey Addition</a>, <a href="#">Number Balance</a>, <a href="#">Jumping Squares</a>, <a href="#">Always sometimes never</a>, <a href="#">The Add and Take-away Path</a>, <a href="#">How Many?</a>, <a href="#">What Was in the Box?</a>, <a href="#">Doing and Undoing</a>, <a href="#">Secret Number</a><br/>           Books: Red Riding Hood's Maths Adventure (Laile Harcourt), A Fair Bear Share (Stuart J Murphy), Anno's Magic Seeds (Mitsumasa Anno)<br/>           Assessment: <a href="#">White Rose Addition and Subtraction</a>, <a href="#">Answers</a></p> <p><b>EXS ITAF:</b> Add and subtract any two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. <math>48 + 35</math>; <math>72 - 17</math>)<br/> <b>EXS ITAF:</b> Recall all number bonds to and within 10 and use these to reason with a calculate bonds to and within 20, recognising other associated additive relationships (e.g. if <math>7 + 3 = 10</math>, then <math>17 + 3 = 20</math>, if <math>7 - 3 = 4</math>, then <math>17 - 3 = 14</math>; leading to if <math>14 + 3 = 17</math>, then <math>3 + 14 = 17</math>, <math>17 - 14 = 3</math> and <math>17 - 3 = 14</math>)<br/> <b>GD ITAF:</b> Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. <math>29 + 17 = 15 + 4 + ?</math>; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)<br/> <b>GD ITAF:</b> Solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')</p> |                             |                             |
| Maths Vocabulary   |  |                                | place value, digit, tens, ones, partition, count, estimate, number line, compare, order, greater than, less than, equal to, numeral, number fact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                |                                                         | addition, subtraction, add, subtract, number bond, fact family, commutative, tens, ones, partition, calculate, difference, total, bridge through ten, strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                             |                             |
| Maths Basic Skills |  | Know the number bonds up to 10 | Tell the time to the nearest hour and nearest half hour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Know the number bonds up to 20 | Tell the time to the nearest hour and nearest half hour | Know the number bonds up to 20 and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Know the multiplication and | Know the multiplication and |

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| Science | <p><b><u>Living things and their habitats</u></b></p> <ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• 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</li> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• 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</li> </ul> <p><b>Previous learning:</b><br/>           EYFS: The Natural World<br/>           Explore the natural world around them, making observations and drawing pictures of animals and plants.<br/>           Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.<br/>           Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p><b>Year 1 Units</b><br/>           Plants<br/>           Everyday materials<br/>           Animals, including humans</p> |                                             |                                |                                           |                                   |                                                        |                                               |                                            |
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                             | What is alive and what is not? | What do all living things have in common? | Where do plants and animals live? | What plants and animals live in our local environment? | What are food chains? How are they connected? | Why do plants and animals need each other? |
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                             |                                |                                           |                                   |                                                        |                                               |                                            |

|                                                                                                                                                                     | Week 1<br>30 <sup>th</sup> August 2026                                                                                                                                                                                                                                                                                                                                                                                                   | Week 2<br>7 <sup>th</sup> September 2026                                                                                                                                                                                                                                                                                                                                                                                                   | Week 3<br>14 <sup>th</sup> September 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Week 4<br>21 <sup>st</sup> September 2026                                                                                                                                                                                                                                                                                                                                 | Week 5<br>28 <sup>th</sup> September 2026 | Week 6<br>5 <sup>th</sup> October 2026  | Week 7<br>12 <sup>th</sup> October 2026 | Week 8<br>19 <sup>th</sup> October 2026            |
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| Whole School Events                                                                                                                                                 | Monday Holiday<br>Tuesday INSET                                                                                                                                                                                                                                                                                                                                                                                                          | Establishing Week 2<br>Welcome Meetings<br>Elections<br>Curriculum<br>Newsletters Home                                                                                                                                                                                                                                                                                                                                                     | Job Centre and<br>Clubs start                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Tennis Coaching<br>Photo Day                                                                                                                                                                                                                                                                                                                                              | Parents Evening<br>National Poetry Day    | Parents' Evenings<br>Year 3 to Horniman | Attendance Focus<br>Fortnight           | Attendance Focus<br>Fortnight<br>Attendance Reward |
| Enrichment<br>(Trips/Visits)                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                           |                                           |                                         | Year 6 Residential                      | Year 5 Residential                                 |
| Foundation<br>Subjects (Blocked)<br><ul style="list-style-type: none"> <li>History</li> <li>Geography</li> <li>RE</li> <li>Art</li> <li>DT</li> <li>PSHE</li> </ul> | <b>PSHE Keeping/Staying Safe</b><br><br><b>Tying Shoelaces</b><br>know the reasons to make sure your laces are tied<br>learn how to tie up laces properly<br>know rules to keep yourself and others safe<br>understand the differences between safe and risky choices<br><br><b>Staying Safe</b><br>know ways to keep yourself and others safe<br>be able to recognise risky situations<br>be able to identify trusted adults around you | <b>PSHE Fire Safety</b><br><br><b>Petty Arson</b><br>understand the importance of being responsible and how our actions/choices can affect others<br>be able to practise simple ways of staying safe and finding help<br>know that even small fires can be very dangerous<br>be able to identify the differences between safe and risky choices<br><br><b>Visit the Fire Station</b><br>understand the importance of being responsible and | <b>History</b><br>Events beyond living memory<br>(Monument trip to organise- £3)<br><br><u><b>National Curriculum:</b></u><br>Pupils should be taught about events beyond living memory that are significant nationally or globally.<br><br><u><b>Cusp outcomes:</b></u><br>Where is London? When was the Great Fire of London?<br>How did the fire start? Why did the fire spread so quickly? Study Sunday 2nd September 1666<br>Where did the fire spread to? Study Monday 3rd and Tuesday 4th September 1666<br>Where did the fire spread to? Study Wednesday 5th and Thursday 6th September 1666<br>How do we know about the Great Fire of London?<br>Study sources of evidence, including artifacts, newspapers and diary entries from Samuel Pepys and John Evelyn. | <b>Music Oak Academy</b><br><b>Lessons in unit</b><br>1. Singing and moving together<br>2. Learning about beat<br>3. Learning about rhythm<br>4. Recognising pitch changes in our singing games<br>5. Singing with pitch accuracy<br>6. Bringing it together<br><b>Key vocabulary to emphasise in this unit:</b><br>beat<br>steady beat<br>rhythm<br>pitch<br>high<br>low |                                           |                                         |                                         |                                                    |

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|                   | <p>understand the differences between safe and risky choices</p>                                        | <p>how our actions/ choice can affect others<br/> be able to show my knowledge of fire safety to others<br/> understand the importance of being responsible and how our actions/ choices can affect others<br/> be able to practise simple ways of staying safe and finding help</p> <p><b>Hazard Watch</b></p> <p>Is it safe to eat?<br/> Is it safe to drink?<br/> Is it safe to play with?</p> | <p>What effect did the fire have on London? -<br/> As a result of the fire, what changes were made to London?</p>                              | <p>perform tempo</p> |  |  |
| <b>Vocabulary</b> | <p><b>Tying Shoelaces</b></p> <p>Laces<br/> Buckle<br/> Velcro<br/> Accident<br/> Rules<br/> Unsafe</p> | <p>Burgled<br/> Collapsed<br/> Flammable<br/> Distraction<br/> Emergency<br/> Hoax<br/> Declaration</p> <p>Potential<br/> Sibling<br/> Community<br/> Hazard<br/> Danger</p>                                                                                                                                                                                                                      | <p>Bustling<br/> Raged<br/> Extinguished<br/> Merchant engulfed<br/> Flammable<br/> Devoured<br/> Possessions<br/> Ineffective<br/> doused</p> |                      |  |  |

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| Computing             | Oak Academy Year 1 Digital Painting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Painting using computers                                                                                   | Using lines and shapes to create digital pictures                                            | Creating digital pictures in the style of an artist                                 | Choosing the right digital painting tool                                                                                                                                             | Using the paintbrush tool to create digital pictures                           | Comparing computer art and painting                                            | Comparing computer art and painting                                                                                                       |
| Spanish taught as PPA |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Learning Session 1: Pupils will revise numbers 1 to 20 and key questions related to introducing ourselves. | Learning Session 2: In Spanish, pupils will learn the ten numbers and numbers from 21 to 31. | Learning Session 3: Pupils will revise the days of the week and months of the year. | Learning Session 4: Pupils will learn how to say the date and their birthday in Spanish.                                                                                             | Learning Session 5: Pupils will learn to tell the time to the hour in Spanish. | Learning Session 6: Pupils will revise all the vocabulary learnt in this unit. | End of Unit Assessment Pupils will complete an appropriate assessment to test their knowledge of the content taught throughout this unit. |
| Art taught as PPA     | <u>ART</u><br><br><u>Textiles &amp; Collage</u><br><br><u>Year 1 Block D</u><br>- Explore weaving with natural and man-made material<br>- Work with <b>wax and oil crayon resist</b> on fabric<br><br><u>Year 2 – Block D</u><br>- Explore dip dye technique<br>- Use relief and block printing techniques on fabric<br>- Create work focusing on pattern, line and colour using mixed media<br><br>1 Exploration of materials and techniques<br>2 Explicit teaching of techniques<br>3 Applying knowledge, skills and techniques<br>Combining materials<br>4 Exploration of materials and techniques<br>5 Explicit teaching of techniques<br>6 Applying knowledge, skills and techniques<br>7 Combining materials<br><br><b>Know:</b><br>Mixed media, including fabrics, yarn and beads, can be used to create artwork |                                                                                                            |                                                                                              |                                                                                     | <b>Tier 2</b><br>Fabric<br>Yarn<br>Portrait<br>Image<br>Adhesive<br>non-realistic<br><br><b>Tier 3</b><br>Thread (verb)<br>Assemble<br>Fibres<br>reconstruct montage<br>manipulation |                                                                                |                                                                                |                                                                                                                                           |

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|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------------------|-------------|------------------------------|-------------------------------|--------------------------|----------------------------------------|
|                                                                               | Reconstructed paintings are made using images (and materials) that were originally part of something else<br><br><b>Be able to:</b><br>Combine a range of materials to produce textile art<br>Select appropriate pre-used images, colours and textures to create a new picture                                                                                                                                                                                                                                                                                                                                                                       |                |                   |             |                              |                               |                          |                                        |
| <b>P.E.</b><br><b>Russell – 6,4,2</b><br><b>Leira – 3</b><br><b>CTs – 1,5</b> | <u><b>Hit, Catch and Run (Russell)</b></u> <ul style="list-style-type: none"><li>• Make choices about where to hit the ball</li><li>• Make tactical decisions about where to position themselves in the field</li><li>• Has developed hitting skills with a variety of bats</li><li>• Practised bowling/feeding a ball to other players</li><li>• Run in a game to score points</li><li>• Attempted to play the role of wicket keeper or backstop</li><li>• Makes attempts to catch balls coming towards player in games</li><li>• Can work in small groups to field and bat</li><li>• Display sportsmanship when competing against others</li></ul> |                |                   |             |                              |                               |                          |                                        |
|                                                                               | Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                |                   |             |                              |                               |                          |                                        |
| <b>PSHE Weekly Reflection (Scheme Blocked)</b>                                | Making a good first impression: good manners, appearance and positive attitude.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Ready to Learn | Mind Your Manners | Be included | Play your part; do your bit. | Talents- everybody’s got one. | All different, all equal | Respect Yourself – It’s good to be me! |
| <b>P4C Skills</b>                                                             | Setting ground rules.<br>Sharing first thoughts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                |                   |             |                              |                               |                          |                                        |
| <b>P4C Enquiries</b>                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                |                   |             |                              |                               |                          |                                        |