

	Autumn	Spring	Summer
Big question	<p>Image?</p> <p><b>What makes people famous?</b>                      A history topic where children will find out about famous people and what makes them famous.                      Children will:</p> <ul style="list-style-type: none"> <li>• Develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</li> <li>• Learn about significant others who have contributed to national and international achievements</li> </ul>	 <p><b>What would life be like if I lived in a country in Africa?</b>                      A geography topic where children will learn about the geographical similarities &amp; differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.                      Children will:</p> <ul style="list-style-type: none"> <li>• Find out what life is like in a range of African countries.</li> <li>• Discover the human and physical features of the continent.</li> </ul> <p>Develop an understanding of the diversity of the African continent.</p>	 <p><b>What was it like when the Queen came to the throne in 1953?</b>                      A history focus where children will learn about event beyond living memory that was significant nationally or globally. Children will:</p> <ul style="list-style-type: none"> <li>• Find out what a coronation is &amp; what one looks like.</li> <li>• Research what they would have done after school if they had lived in 1953.</li> <li>• Research what their favourite football team have looked like in 1953? Or, what their favourite dress have looked like in 1953?</li> <li>• Find out about the British Empire.</li> <li>• Explore what jobs the Queen does &amp; why she is the longest serving British monarch.</li> <li>• Research key events that have happened since the Queen has reigned?</li> <li>• Work out how much our shopping basket have cost in 1953?</li> </ul>

<b>Wow Starter</b>	Photographs of famous people	Drumming workshop/ Year 5 share their drumming skills from AEMS residential. Ride of passage – literacy shed.	Watch the coronation/ re enact it.
<b>History</b>	Lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods		Events beyond living memory that were significant nationally or globally.
<b>Geography</b>		Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment  Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	
<b>Art</b>	Children will take photographs of famous landmarks in Frodsham & then look at work of a range of artists before creating large scale artworks combining visual & tactile elements.	Combine pattern & texture to produce traditional African artwork.	Design their own football kit based around this time or design a special dress that might have been worn at this time.
<b>Art skills and elements taught through the class theme highlighted</b>	Digital media Painting Printing Textiles 3D Collage	Digital media Painting Printing Textiles 3D Collage	Digital media Painting Printing Textiles 3D Collage
<b>DT</b>	3d models of local buildings.	Make traditional African food.	
<b>D &amp; T skills</b>	Evaluating	Evaluating	Evaluating

<b>taught through a designing and making project linked to class theme highlighted</b>	Sheet materials Construction Textiles Food Developing, planning and communicating ideas	Sheet materials Construction Textiles Food Developing, planning and communicating ideas	Sheet materials Construction Textiles Food Developing, planning and communicating ideas
<b>Mathematics</b> White Rose Hub	<b>Number and place value</b> – Place value.  <b>Number</b> – Addition and subtraction.  <b>Measurement</b> – Money  <b>Number</b> – Multiplication and Division	<b>Number</b> – Multiplication and Division  <b>Statistics</b>  <b>Geometry</b> – Properties of Shape  <b>Number</b> – Fractions  <b>Measurement</b> – Length and Height	<b>Geometry</b> – Position and Direction  <b>Problem Solving</b> – Applying efficient Methods  <b>Measurement</b> – Time  <b>Measurement</b> – Mass, Capacity and Temperature.
<b>English</b> The Lighthouse keeper stories. Katie Morag stories.	<b>Stories with familiar settings</b> <u>Reading outcome:</u> Making inferences on the basis of what is being said & done. Discuss sequence of events in books & how items of information are related. <u>Written outcome:</u> Biography/letter & story writing. <u>Grammar outcome:</u> Use of subordination & co-ordination. <b>Traditional Stories:</b> <u>Reading outcome:</u> become familiar with & retell a wider range of stories, fairy tales & traditional tales making inferences on the basis of what is being said & done. <u>Written outcome:</u> writing narratives about personal experiences & those of others. Plan & write a retelling of a traditional story in role of one of the characters. <u>Grammar outcome:</u> Use of capital letters & full stops. To use noun phrases for description.	<b>Different stories by same author</b> <u>Reading outcome:</u> Children read and discuss books looking at the features that make them distinctive. They use skills of inference to interpret the stories <u>Written outcome:</u> create characters for an illustrated story book of their own. <u>Grammar outcome:</u> Using past tense consistently; using subordination and co-ordination writing sentences with two main clauses or with subordinate clauses; using expanded noun phrases; using familiar and new punctuation correctly <b>Explanations</b> <u>Reading outcome:</u> Introduced to non-fiction books that are structured in different ways. <u>Written outcome:</u> produce a simple flowchart or diagram and record a series of sentences to support the explanation. <u>Grammar outcome:</u> how the grammatical	<b>Stories by significant authors</b> <u>Reading outcome:</u> making inferences, explaining & understanding of books, poems & other material. Discuss the sequence of events in books and how items of information are related. <u>Written outcome:</u> Biography/letter & story writing.. <u>Grammar outcome:</u> subordination ( using when, if that, because) & coordination ( or & but) <b>Non chronological reports</b> Linked to science and preparations for SAT’s long writing task <u>Reading outcome:</u> Answering and asking questions. Introduced to non-fiction books that are structured in different ways. <u>Written outcome:</u> assemble information on a subject, sorting & categorising information, using comparative language to describe and

	<p><b>Instructions</b>  <u>Reading outcome:</u> Introduced to non-fiction books that are structured in different ways.  <u>Written outcome:</u> Write a series of instructions including diagrams.  <u>Grammar outcome:</u> Review the idea of a command.</p>	<p>pattern in a sentence indicates its function – questions &amp; statements.  <b>Information texts</b>  <u>Reading outcome:</u> being introduced to non-fiction books that are structured in a different way. Answering &amp; asking questions.  <u>Written outcome:</u> assemble information on a subject, sorting &amp; categorising information; use comparative language to describe &amp; differentiate.  <u>Grammar outcome:</u> Subordination (using when, if, that, because) &amp; co-ordination ( using or &amp; but)  <b>Silly stuff poetry</b>  <u>Reading outcome:</u> hear, read and respond to silly poems and other humorous texts that play with language, for example riddles, language puzzles, jokes, nonsense sentences, etc.  <u>Written Outcome:</u> write own silly poems as a way of exploring language use.  <u>Grammar outcome:</u> To use adventurous language and rhyming words.</p>	<p>differentiate.  <u>Grammar outcome:</u> subordination ( using when, if that, because) &amp; coordination ( or &amp; but)  <b>Really looking poetry</b>  <u>Reading outcome:</u> Discuss their favourite words &amp; phrases.  <u>Written Outcome:</u> write down ideas and/or key words, including new vocabulary. Write &amp; perform own poems.  <u>Grammar outcome:</u> To use noun phrases for description.</p>
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**Read Write Inc**

**Terminology children MUST know by the end of Year 2**

Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma, noun phrase.

<p><b>Science</b></p>	<p><b>What is our school made of?</b>  In this unit children will focus on:</p> <ul style="list-style-type: none"> <li>Identifying &amp; comparing different materials.</li> <li>Materials used to build landmarks around Frodsham.</li> <li>Uses of different materials.</li> <li>Exploring how materials can be changed by squashing, bending, twisting &amp; stretching.</li> </ul>	<p><b>Can we grow our own salad in the school garden?</b>  In this unit the children will focus on:</p> <ul style="list-style-type: none"> <li>What plants and seeds need to grow.</li> <li>Growth –</li> </ul>	<p><b>SRE</b>  We will follow the Christopher Winter scheme of work and cover:</p> <ul style="list-style-type: none"> <li>Differences: male &amp; female.</li> <li>Naming body parts.</li> </ul>	<p><b>How could I be the next Paula Radcliffe?</b>  In this unit children will focus on:</p> <ul style="list-style-type: none"> <li>Exercise and healthy living</li> <li>What animals and humans</li> </ul>	<p><b>What lives in Delamere Forest? (Link to residential to Foxhowl)</b>  This unit will focus on:</p> <ul style="list-style-type: none"> <li>Habitats</li> <li>Living and non living things.</li> </ul>
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			seeds and bulbs.		<ul style="list-style-type: none"> <li>need to survive.</li> <li>Animals have offspring, which grow to be adults.</li> </ul>	<ul style="list-style-type: none"> <li>Early food chains.</li> </ul>
<b>Computing ('Switched On')</b>	Programming on screen	Exploring how computer games work	Taking, selecting and editing digital images	Researching a topic	Communicating clues	Recording bud hunt data
<b>Music</b>						
<b>(Charanga)</b>	<p><b>Unit:</b> Hands, Feet, Heart <b>Style:</b> South African styles <b>Topic and cross curricular links:</b> South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.</p>	<p><b>Unit:</b> Ho Ho Ho <b>Style:</b> Christmas, Big Band, Motown, Elvis, Freedom Songs <b>Topic and cross curricular links:</b> Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.</p>	<p><b>Unit:</b> I Wanna Play In A Band <b>Style:</b> Rock <b>Topic and cross curricular links:</b> Teamwork, working together. The Beatles. Historical context of musical styles.</p>	<p><b>Unit:</b> Zootime <b>Style:</b> Reggae <b>Topic and cross curricular links:</b> Animals, poetry and the historical context of musical styles.</p>		<p><b>Unit:</b> Reflect, Rewind and Replay <b>Style:</b> Western Classical Music and your choice from Year 2 <b>Topic and cross curricular links:</b> Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
<b>PE</b>	<p><b>Multi-skills:</b> Throwing, catching, aiming -Master basic movements</p>	<p><b>Multi-skills:</b> Kicking, dribbling -Develop</p>	<p><b>Multi-skills:</b> Hitting, dribbling -Develop</p>	<p><b>Team games:</b> attack &amp; defence -Participate in team</p>	<p><b>Tennis</b> -Develop hitting skills as well as</p>	<p><b>Multi-skills:</b> Striking and fielding -Master throwing,</p>

	including throwing and catching, as well as developing coordination and begin to apply these in a range of activities. -Use rolling and catching skills in combination. <b>Dance</b> -Perform dances using simple movement patterns.	coordination and begin to apply these in a range of activities. -Participate in team games. <b>Gym</b> -Master basic movements including jumping as well as developing balance, agility and coordination.	coordination and begin to apply these in a range of activities. -Participate in team games. <b>Dance</b> -Perform dances using simple movement patterns.	games, developing simple tactics for attacking and defending. <b>-Gym</b> -Master basic movements including jumping as well as developing balance, agility and coordination.	coordination and begin to apply these in tennis activities. <b>Dance</b> -Perform dances using simple movement patterns.	catching and hitting as well as developing coordination and begin to apply these in a range of activities. <b>Athletics</b> -Master basic movements including running, jumping and throwing and begin to apply these in a range of athletic activities.
<b>RE</b> Visit to be made to St Luke's RC Church	<b>Creation</b>  Why do Christians look after their local environment?  <b>Harvest</b> Why do Christians say thank you at harvest time?	<b>Incarnation</b>  What does the visit of the magi tell Christians about Jesus?	<b>God</b>  What do some stories in the Bible teach about God?	<b>Forgiveness</b> How does prayer help Christians start again? <b>Salvation</b> What do Christians believe about salvation (being rescued /found)? <b>Resurrection</b> Why is the resurrection story important for Christians?	<b>Holy Spirit</b>  What do Christian symbols teach about the Holy Spirit?	<b>Discipleship</b>  Why do Christians make promises at baptism?
<b>French</b>						
<b>PSHE</b>	Taking and sharing responsibility Feeling positive about themselves	Taking part in discussions Meeting/talking to people	Making real choices	Developing relationships	Considering social and moral dilemmas'	Asking for help
<b>Educational visits/celebrati</b>	Go on a treasure hunt around Frodsham using the History trail as a starter. Visit to New Brighton and		Visit to Chester Zoo to see the animals that have been researched.		Carry out a mock coronation and invite parents to garden party.	

**on**

the lighthouse.