

**Autumn 1: What Makes Me Super?** Texts may include - Superworm by J Donaldson, Supertato by S Hendra; It's ok to be different by T Parr

Computing	Science	History/ Geography	RE	Art/ DT	P.E. / Music.	Suggested curriculum enhancement
<p><b>Communicating &amp; Key Skills</b> - Laptop &amp; iPad Skills Identify certain keyboard keys. I know my Laptop login. Sign in and out correctly. Turn on and turn off laptops correctly. Turn on and turn off iPads correctly and close Apps. Known some computing terms. Know basic external device parts. Open applications on laptop and iPad. Access the internet on both devices</p>	<p><b>Animals, including humans-</b> -Explain the basic stages in a life-cycle for animals, including humans.  -Describe what animals and humans need to survive.  -Describe why exercise, a balanced diet and good hygiene are important for humans.</p>	<p><b>Geography</b> Our school and our local area.  -Say what I like and dislike about the place I live.  - Use simple compass directions (N,S,E,W) and locational and directional language (near, far, left, right) to describe the location of features on a map.  - Explain how an area has been spoilt or improved and give reasons</p>	<p><b>Myself and Caring</b>  How do we show we care for others? Why does it matter?</p>	<p><b>Art</b> Portraits and Self-portraits  - Suggest how artists have used colour, pattern and shape.  -Choose and use 3 different grades of pencil when drawing.  - Use charcoal, pencil and pastel to create art.  <b>DT</b> Design and make a wormery -Choose tools and materials and explain why I have chosen them.</p>	<p><b>P.E</b> Dance - Change rhythm, speed, level and direction in my dance -Dance with control and coordination -Make a sequence by linking sections together  -Use dance to show a mood or feeling  <b>Music</b> Unit: I Wanna Play In A Band Style: Rock Topic and cross curricular links: Teamwork, working together. The Beatles. Historical context of musical styles</p>	<p><b>Whole School Project</b></p>

**Autumn 2: Out of this World.** Texts may include - The way back home by O Jeffers, The Smeds and the Smoos by J Donaldson, Meg on the Moon by H Nicoll, Whatever Next by J Murphy, But Martin by J Counsel, QPootle 5 by N Butterworth, Aliens love underpants by C Freedman

Computing	Science	History/ Geography	RE	Art/ DT	P.E. / Music	Suggested curriculum enhancement
<p><b>Algorithms and Programs</b> - Lego Builders &amp; Maze Explorers (PM) Follow accurate instructions. Know that accurate instructions will give correct results. Know an Algorithm is a precise step-by-step set of instructions. Follow instructions in a computer program. Explain the effect of doing a task with no instructions. Know that the computer instructions are called an Algorithm. Correctly order instructions for a recipe. Fixing mistakes in the Algorithm is called 'debugging'. Apply Knowledge of Algorithms to Maze – Explorers. Create and debug longer Algorithms in Maze – Explorers. Complete Challenges 1 &amp; 2 and share creations.</p>		<p><b>Geography</b> -Name 7 continents and locate them on a map  -Name 5 Oceans and locate them on a map</p> <p><b>History</b> Neil Armstrong -Research the life of a famous person from the past using different sources of evidence.  -Answer questions using books and the internet</p>	<p><b>Why is light important to religions?</b> Why is Diwali important in Hinduism? Why is Eid al Fitr important in Islam?</p>	<p><b>Art</b> Van Gogh-Starry Night -Mix paint to create secondary colours  -Create brown with paint  -Suggest how artists have used colour, pattern and shape  -Create art in response to the work of another artist  - Marbling ink to create space pictures including 3D effect planets</p>	<p><b>P.E</b> Dance - Change rhythm, speed, level and direction in my dance  -Dance with control and coordination  -Make a sequence by linking sections together  -Use dance to show a mood or feeling</p> <p><b>Music</b> Christmas Performance Cross curricular opportunity to organise, promote, produce, perform and evaluate a 20-45min presentation involving groups and classes</p>	<p>Visit from planetarium/ Trip to Space Centre (alternate)</p>

**Spring 1: Amazing Africa.** Texts may include -, Bringing the rain to Kapiti Plain by V Aardema, Handa’s Surprise by E Browne & The Ugly 5 by J Donaldson

Computing	Science	History/ Geography	RE	Art/ DT	P.E. / Music	Suggested curriculum enhancement
<p><b>E-Safety (Personal information) &amp; Internet</b> - Effective Searching (PM) I can recall the meaning of key internet terms. I have completed a quiz about the internet. I can identify basic parts of a search engine web page. I can read a web results search page. I can search for answers to a quiz using the internet. I have created a leaflet to show my knowledge of effective searching.</p>	<p><b>Living things and their habitats</b> -Identify things that are living/dead/never lived  - Describe how a specific habitat provides for the basic needs of things living there (plants and animals)  - Identify and name plants and animals in a range of habitats  - Match living things to their habitat  -Describe how animals find their food  - Name different sources of food for animals  - Explain a simple food chain</p>	<p><b>Geography</b> Kenya Study -Say what I like and dislike about a different place  -Describe a place outside Europe using geographical words  -Describe the features of a place from a picture – forest/hill/mountain/valley  - Explain how jobs may be different in other locations  -Explain the facilities that a village/town/ city may need and give reasons</p>	<p><b>Symbols</b> In what ways are churches / synagogues important to believers?</p>	<p><b>Art</b> African artists such as Martin Bulinya -Use a viewfinder to focus on a specific part of an artefact before drawing it  -I can make a clay pot</p>	<p><b>P.E.</b> Gymnastics -Plan and perform a sequence of movements  -Improve my sequence based on feedback  -Think of more than one way to create a sequence which follows some ‘rules’  -Work on my own and with a partner  <b>Music</b> Unit: Hands, Feet, Heart Style: South African styles Topic and cross curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.</p>	

**Spring 2: Great Fire of London.** Texts may include - Vlad and the Great Fire of London by K Cunningham

Computing	Science	History/ Geography	RE	Art/ DT	P.E. / Music	Suggested curriculum enhancement
<p><b>Data Retrieving &amp; Organising</b> - Creating Pictures &amp; Making Music (PM) Explain their understanding of <b>Impressionist Art</b> and create styled works. Explain their understanding of <b>Pointillism</b> and create styled works. Explain their understanding of <b>Mondrian</b> and create styled works. Explain their understanding of <b>William Morris</b> and create styled works. Explain their understanding of <b>Surrealism</b> and create styled works. Understand and create sounds with 2Sequence. Change speed of tunes and move sounds. Add sounds to tunes already created. Consider how their tunes can express feelings. sound. Use personal sounds in tune creation.</p>	<p><b>Materials</b> - Identify and name a variety of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard  - Suggest why a material might or might not be used for a specific job</p>	<p><b>History</b> Samual Pepys diaries -Use words like: before, after, part, present, then and now.</p>	<p><b>Stories of Jesus:</b> Easter Why is Easter so important to Christians? What does the bible say about Easter?</p>	<p><b>Art</b> Silhouette pictures -Use charcoal to create art  <b>DT</b> Create Tudor houses -Think of an idea and plan what to do next  - Choose tools and materials and explain why I have chosen them  - Join materials and components in different ways  - Measure materials to use in a model or structure  - Explain what went well with my work</p>	<p><b>P.E</b> Gymnastics -Plan and perform a sequence of movements  -Improve my sequence based on feedback  -Think of more than one way to create a sequence which follows some 'rules'  -Work on my own and with a partner  Music Unit: Zootime Style: Reggae Topic and cross curricular links: Animals, poetry and the historical context of musical styles.</p>	<p>Warburtons Visit</p>

**Summer 1: Food, Glorious Food!** Texts may include - Oliver’s Vegetable by A Bartlett, Jasper’s Beanstalk by N Butterworth & The Little Red Hen

Computing	Science	History/ Geography	RE	Art/ DT	P.E. / Music	Suggested curriculum enhancement
<p><b>Communicating</b> - Presenting Ideas (PM) Examine traditional tales as mind map, quiz, e-book and fact file. Make a quiz about a story using 2Quiz. Talk about their book and make improvements. Extract information from 2Connect. Make a publisher file using the 2Connect information. Add appropriate clipart and photographs. Know that data can be organised into tables. Use a variety of software to manipulate and present. Collect organise and present data and information in digital formats. Create digital content to achieve a given goal.</p>	<p><b>Plants</b> -Describe how seeds and bulbs grow into plants  -Describe what plants need in order to grow and stay healthy (water, light and suitable temperature)</p>	<p><b>History</b> Tuxford Windmill -Discuss historical places in your locality</p>	<p><b>Celebrations and festivals:</b> Who celebrates what and why? Christians and Jewish people</p>	<p><b>Art</b> Vegetable printing -Create a printed piece of art by pressing, rolling, rubbing and stamping  <b>DT</b> Cooking -Describe the ingredients I am using</p>	<p><b>P.E</b> Games -Use hitting, kicking, rolling in a game -Decide the best space to be in during a game -Use one tactic in a game -Follow rules of a game <b>Music</b> Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 2 Topic and cross curricular links: 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>	<p>Tuxford Windmill</p>

**Summer 2: Oh, I do like to be beside the Seaside!** Texts may include - The Lighthouse Keeper’s Lunch by R Armitage & Sharing a shell – J Donaldson

Computing	Science	History/ Geography	RE	Art/ DT	P.E. / Music	Suggested curriculum enhancement
<p><b>Algorithms and Programs</b> - Code.org + (A.L.E.X., BeeBot, Daisy, Tynker) Participate in ‘unplugged’ activities. Use some appropriate terminology. Give &amp; Follow verbal instructions. Find ‘unplugged’ problems and solve them. Devise signs &amp; symbols for meaning. Understand an Algorithm is a set of instructions. Write Algorithms to control on-screen objects. Write Algorithms to control remote objects. Understand and Debug Algorithms. Understand the purpose of ‘Repeats’. Write Algorithms including ‘Repeats’. Understand and use ‘Loops’ in Algorithms</p>		<p><b>Geography</b> -Describe the key features of a place from a picture using words like beach, coast, ocean, hill etc.  -Name capital cities of UK  -Find where I live on a map of the UK <b>History</b> Victorian seaside holidays + Grace Darling -Use words and phrases like: before, after, past, present, then and now.  - Recount the life of someone famous from Britain (Grace Darling)  - Give examples of things that were different when my grandparents were children.  -Find out things about the past by talking to an older person.</p>	<p><b>Leaders:</b> What makes some people inspiring to others? Christian and Jewish leaders</p>	<p><b>Art</b> Seaside Postcard -Study Kandinsky in relation to colour mixing and adding tints.  -Create tones with paint by adding black  <b>DT</b> Seaside Kite -Think of an idea and plan what to do next  - Choose tools and materials and explain why I have chosen them  - Join materials and components in different ways  - Measure materials to use in a model or structure  -Explain why I have chosen specific textiles  - Explain what went well with my work</p>	<p><b>P.E</b> Games -Use hitting, kicking, rolling in a game  -Decide the best space to be in during a game  -Use one tactic in a game  -Follow rules of a game  <b>Music</b> Summer Performance Cross curricular opportunity to organise, promote, produce, perform and evaluate a 20-45min presentation involving groups and classes</p>	<p>Trip to Cleethorpes/ Bring the seaside to School (Alternate)</p>