

	Autumn 1 6 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 8 weeks
Key Question	Why would a dinosaur not make a good pet?	What was it like when the Queen came to the throne in 1953? OR How did people like Florence Nightingale help to make the world a better place?	What is our school made of? (3 pigs) -Local studies week 1a Mapping and extend to local community 1b Would the little pigs like to live in your own locality?	Where would you prefer to live, England or Africa?	How will 5 a day help me to be healthy? How can we grow our own salad?	Why did the Titanic sink? (include seaside objectives)
Hooks and Trips/end outcome	Dino eggs and clues Dino videos Dinosaur World in Torquay Dress as a dino for the day	Watch the coronation day scene from Frozen/letter arriving from Buckingham Palace Afternoon tea for the Queen Come dressed as a victorian for a victorian day (Kingsteignton) Visit from a modern day nurse and someone playing role as Florence (Kingsteignton)	Set up the classroom as a crime scene Local area walk Building site/new houses Recycling team	African artefacts, clothes, music. Guest speaker (anyone that has lived in Africa or visited?) Food from Fatou	Science investigation - planting & growing Local allotments/ Farm Salad tasting (Kingsteignton)	Floating and sinking, science and DT day to start the topic (lots of junk materials needed) Year 2 camp Possible beach trip to end the year?
English	Wk 1: Getting to know you (3 days) Wk 2,3,4: Wanted the Perfect Pet Wk 5: Could a Penguin Ride a bike? Wk 6: Assessment ?	Wk 1: Poetry Fireworks/bonfire (history of Guy Fawkes cross curricular link) Wk 2,3,4 Non-Fiction info writing Queen OR Amelia Earhart Wk 5: Assessment Wk 6 & 7: Christmas - Man on the Moon advert or How to Catch Santa/Christmas Poetry	Wk 1,2,3: The 3 Little Pigs Wk 4&5: Explanation texts of building our houses Wk 6: Assessment info writing/poetry? Wk 7: Local Studies week: info writing/poetry?	Wk 1-3: Fatou Fetch the Water Wk 4&5 Non-Chron report on Africa? - instead of instructions (save that for salad and growing?) Wk 6: Assessment	Wk 1-3: The Disgusting Sandwich Wk 4: Assessment week Wk 5: Instructions	Wk 1-3: Titanic research, fact finding and info writing. Wk 4-6: Mrs Armitage & the Big wave SATs?? Author of the week (St.Mike's)
Maths	See separate White Rose/SATs overview <u>Maths investigation</u> , Autumn 2 (week 1) How many Jelly Beans? By Andrea Menotti , , Spring 2 (week 1) Bean Thirteen by Matthew McEllicott , , Summer (week 1) One is a snail Ten is a crab By April Pulley Sayre and Jeff Sayre Cross Curricular Maths:					
	Measuring dinosaurs (Large scale on playground)			Temperature Statistics	Statistics: Tallys, block graphs Homework	

	Dino facts/measures -top trumps?!					
Guided Reading Science	Specific to own schools					
	<p><u>Autumn 1: Living things and their habitats</u> Explore and Compare the difference between things that are Living, dead and things that have never been alive. 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 animals and plants and how they depend on each other. Identify and name a variety of plants and animals in their Habitats including micro habitats. 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. <u>Animals including humans</u> Notice that animals including humans have offspring which grow into adults</p>	<p><u>Autumn 2 Discrete Science:</u> Bonfire night/ fireworks Explorify Scientific Enquiry skills</p>	<p><u>Spring 1: Materials:</u> Identify and Compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p><u>Spring 2: Discrete Science:</u> Temperature Statistics Explorify Scientific Enquiry skills</p>	<p><u>Summer 1: Plants:</u> Observe and describe how seeds and bulbs grow into mature plants. Find out why plants need water, light and a suitable temperature to grow and stay healthy <u>Animals including humans</u> Find out about the basic needs of animals including humans for survival (water, food and air) Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</p>	<p><u>Summer 2: Discrete Science:</u> Floating & sinking Explorify Scientific Enquiry skills</p>
Geography			<p><u>Spring 1 The 3 Pigs: Location Knowledge:</u> Name and locate the world's seven continents and five oceans.</p>			<p><u>Summer 2: Geographical skills and field work</u> use aerial photographs and plan</p>

			<p>Name, locate and identify characteristic of the four countries and capital cities of the UK and surrounding areas.</p> <p>Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country</p> <p>Geographical skills and fieldwork Use world maps, Atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage devise a simple map; and use and construct basic symbols in a key.</p>			<p>perspectives to recognise land marks and basic human and physical features; devise simple map; and use and construct basic symbols in a key. Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
History		<p>Autumn 2: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some</p>	<p>Spring 1: 1b: Significant historical events, people and places in their own locality.</p>			<p>Summer 2: Events beyond living memory that are significant nationally or globally.</p>

			should be used to compare aspects of life in different periods.						
Art	Pupils should be taught: <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 								
Art	<u>Autumn 1:</u> Colour Mixing Group dinosaurs using different colours and shades Design your own dinosaur-sketch books	<u>Autumn 2: Drawing</u> Experiment with a range of drawing pencils to explore tones, shades, lines, texture etc. Self portraits. Portraits of the Queen. Explore a range of artists who have drawn/painted the Queen.	<u>Spring 1:</u> Rubbings -explore various materials in and around the school. Take part in arrange of rubbings with wax crayons.	<u>Spring 2:</u> African art,, sunsets, safari animals, masks etc. Study the artist - Yinka Adeyemi. Study the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and Making links to their own work African patterns - regular and irregular (Kingsteignton).	<u>Summer 1: Drawing</u> Observational drawings of fruit/plants Arcimboldo - fruit faces (Kingsteignton)	<u>Summer 2:</u> Sketching boats/lighthouses and then use a range of media Seaside collages/clay plaques			
DT	<u>Autumn 1:</u> Make a moving dinosaur	<u>Autumn 2:</u> Design and make a crown for the Queen	<u>Spring 1:</u> Design and make the pigs houses choosing from a range of materials-science fair test Textiles - 3 little pigs scene (Kingsteignton)	<u>Spring 2:</u> Linked to art: Design and make an African mask/jewellery	<u>Summer 1:</u> Food tech: Fruit salad, grow and eat own salad, fruit palm trees. Textiles: Make fun felt fruit for Reception role play. Cut, stick	<u>Summer 2:</u> Design and make a lighthouse? Titanic models			
Music	Charanga: Hands, feet, heart	Charanga: Ho, Ho, Ho Christmas production songs	Charanga: I wanna play in a band	Charanga: Zoo-time African music African drums	Charanga: Friendship song	Charanga: Reflect, rewind, replay Music Food Fest BBC teach			
Computing	Unit 2.1 Coding 5 Weeks	Unit 2.2 Online Safety 3 weeks	Unit 2.3 Spreadsheets 5 weeks	Unit 2.4 Questioning 5 weeks	Unit 2.5 Effective Searching 3 weeks	Unit 2.6 Creating Pictures 5 weeks	Unit 2.7 Making Music 3 weeks	Unit 2.8 Presenting Ideas 4 weeks	Optional Unit 3.9 Presenting with Google Slides

								5 weeks
R.E	Who is a Muslim and how do they live? Part 1	Why does Christmas matter to Christians?	Who is a Muslim and how do they live? Part 2	Why does Easter matter to Christians?	What is the good news Christians believe Jesus brings?	What makes some places sacred to believers?		
PSHE (New Jigsaw)	Being me in my world: Who am I and how do I fit?	Celebrating Difference: Respect for similarity & difference. Anti-bullying. Being unique	Dreams and Goals Aspirations, goals, emotions	Healthy Me Being healthy & keeping safe	Relationships Building positive, healthy relationships	Changing Me Coping positively with change SRE		
PE	Indoor: Getting to know you/circle games/Yoga Outdoor: Games	Indoor: Gymnastics Outdoor: Games	Indoor: African dance Outdoor: Multi-Skills	Indoor: African dance Outdoor: Multi-Skills	Indoor: African dance Outdoor: Athletics/Sports Day	Indoor: African dance Outdoor: Athletics/Sports Day		