

Long Term Planning 2020-2021

Year 2

	Term 1		Term 2		Term 3	
Weeks / Theme	Into the Woods (including Famous Authors)	Famous Historical People Who helped us in the past?	Great Fire of London How fast can a fire spread?	Africa Should I pack my wellies for Africa?	Pirates Would you like to live next door to a pirate?	Castles, Knights and Dragons Do dragons really exist?
Engage (hook for learning)	Fieldwork: A walk in our local area/local park	Drama Florence Nightingale	Fireman to visit us in school	Zoo2U Look at a packed suitcase. Where are we going? What will we need?	Plant a sunflower	Hold a medieval banquet
Suggested texts	Julia Donaldson The Gruffalo The Gruffalo's Child Stickman Maurice Sendak Where the Wild Things Are Oliver Jeffers The Great Paper Caper Traditional Tales Little Red Riding Hood Goldilocks	Harry Rutherford information books Watt's Famous People Series: Florence Nightingale (books from Tameside Library Service) – information texts Queen Victoria/ Prince Albert – information texts BBC bitesize pages	Watt's Great Events Books: The Great Fire of London The Great Fire of London – story Sammy the Street Dog (Twinkl) Mr Fawkes, the King and the Gunpowder Plot BBC bitesize pages	Meerkat Mail The Sound Collector (poem) The Enormous Crocodile	Jonny Duddle The Pirates Next Door The Jolly-Rogers Pirates in the Supermarket Pirates Love Underpants Salty Dogs The Chocolate Biscuit Tree	Fiction The Paper Bag Princess Story of Saint George and the Dragon (twinkl) How to train your dragon (film/clips) Information texts - What were castles for?
Literacy Links Big Writes	Character description Gruffalo's Child Setting Description Rumpus Recount	Letter from Florence Nightingale Mary Seacole Fact File Kennings Poem	Great Fire of London Non- Fiction text Great Fire of London story	African Sound Collector Poem Character Description (Enormous Crocodile) Instructions for how to catch the Enormous Crocodile	The Pirates Next Door Story Pirate Riddles Anne Bonny Factfile	Zog Character Description The Paper Bag Princess own story Letter of invite to a banquet
Science	Living things and their habitats Living things live in habitats (microhabitats too) Explore and compare the differences between things that are living, dead and 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 kinds of animals and plants and how they depend on each other (micro and local) Identify and name a variety of plants and animals in their habitats, including microhabitats Animals (including humans) Explain the basic needs of animals/humans for survival Working Scientifically Asking simple questions and recognising that they	Materials Identify and compare the suitability of a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, plastic, paper, cardboard Physical properties of a variety of everyday materials Distinguish between an object and the material it is made from Perform simple tests to compare the properties of different materials. Working Scientifically Identify and classify Asking simple questions and recognising that they can be answered in different ways Using their observations and ideas to suggest answers to questions	Materials Changing and grouping materials Discuss how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Perform simple tests to compare the properties of different materials. Working Scientifically Asking simple questions and recognising that they can be answered in different ways Performing simple tests Observing closely using simple equipment Gathering and recording data	Animals (including humans Y1) Identify and classify animals – carnivores, omnivores, herbivores Identify and name common animals that are amphibian, reptiles, mammals Living things live in habitats Identify and name a variety of plants and animals they study in a variety of habitats – global 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 (global) Create a simple food chain, and identify and name different sources of food Working Scientifically Identify and classify	Animals (including humans) Explain that animals/humans have offspring Plants Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Living things and their habitats Create a simple food chain, and identify and name different sources of food Working Scientifically Identify and classify Observing closely using simple equipment Gathering and recording data	Animals (including humans) Explain the importance of eating the right foods Notice that animals, including humans, have offspring which grow into adults Explain the importance of exercise Explain the importance of hygiene *Germ spreading experiment *Exercise tests Working Scientifically Observing closely using simple equipment Gathering and recording data Asking simple questions and recognising that they can be answered in different ways Performing simple tests

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	can be answered in different ways Performing simple tests Using their observations and ideas to suggest answers to questions Gathering and recording data					Using their observations and ideas to suggest answers to questions
ICT		•	•	•		•
Computing	Isearch (planets) <ul style="list-style-type: none"> To understand that the internet contains large amounts of information To use links to navigate a website To know that the internet can be used to answer questions To navigate a website user hyperlinks To locate specific information using a website To collect information from a number of different internet sources and check they are the same	Ianimate (ipads) <ul style="list-style-type: none"> To understand what an animation is To understand the premise of a stop frame animation To understand that an animation consists of characters, a stage, props, sound, text and a story To understand the importance of a storyboard in the story planning process To create their own storyboard To understand that animations need to be scripted To understand that stop frame animations involve physical characters, settings and props To work collaboratively in a group to achieve a common goal To create a stop- frame animation 	Iprogram (Scratch) <ul style="list-style-type: none"> To understand that an algorithm is a process that consists of a series of steps that achieves a specific goal To understand algorithms can describe everyday activities and can be followed by humans and computers To understand that algorithms are made up of steps To know that steps can be repeated To understand that computers need more precise instructions than humans do To use digital drawing tools (Scratch) to create images To program a simple animation involving movement To write a simple program that produces an output (text) 	Ipad Daisy Dinosaur <ul style="list-style-type: none"> To give instructions to an onscreen object in order to make it move To predict the outcome of simple algorithms To predict the outcome of simple algorithms To detect and correct errors in programs To understand that some steps in algorithms and programs can be repeated To understand that splitting a problem into smaller parts and solving each one individually helps solve bigger problems (decomposition) To detect and correct errors in algorithms and programs 	Ido Mail <ul style="list-style-type: none"> To understand that messages can be sent electronically over distances and people can reply to them To understand that communication can be images, sound and text	Ipublish <ul style="list-style-type: none"> To understand the world wide web and how it has developed throughout time To consider how technology changes with time To share knowledge through multimedia presentations To plan/ produce a presentation of research findings To create an interactive eBook

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			<ul style="list-style-type: none"> To combine images and text to create a simple animation 			
History		<p>Lives of significant individuals in the past: e.g. Florence Nightingale, Mary Seacole, Edith Cavell, Queen Victoria, Prince Albert</p> <p>Significant historical events, people and places in their own locality – Poplar Street Primary School location then and now – Harry Rutherford/Chris Cyprus</p> <p>Historical Enquiry Ask and answer questions. <u>Choose and use parts of stories and other sources to show that they know and understand key features of events.</u> Use a wide vocabulary of everyday historical terms. <u>Understand some of the ways in which they can find out about the past and identify different ways in which it is represented.</u></p> <p>Historical Knowledge Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later. Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>History Concepts Identify similarities and differences</p>	<p>Significant events beyond living memory Story of The Great Fire of London Act out scenes, Role play and Hot seat Samuel Pepys Life in Old London</p> <p>Historical Enquiry Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms. Understand some of the ways in which they can find out about the past and identify different ways in which it is represented.</p> <p>Historical Knowledge Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later. Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>History Concepts Identify similarities and differences</p>	<p>Changes within living memory – examine different forms of transport How would we get to Africa now vs. how would you have travelled there in the past? Wangari Maathai</p> <p>History Concepts Identify similarities and differences between ways of life in different periods. Study changes within living memory Study the lives of significant individuals who contributed to national and international achievements.</p>	<p>Lives of significant individuals in the past: pirates</p> <p>Historical Enquiry Ask and answer questions. <u>Choose and use parts of stories and other sources to show that they know and understand key features of events.</u> Use a wide vocabulary of everyday historical terms. <u>Understand some of the ways in which they can find out about the past and identify different ways in which it is represented.</u></p>	<p>Significant events beyond living memory Castles used for protection</p> <p>Historical Enquiry Ask and answer questions. <u>Choose and use parts of stories and other sources to show that they know and understand key features of events.</u> Use a wide vocabulary of everyday historical terms. <u>Understand some of the ways in which they can find out about the past and identify different ways in which it is represented.</u></p>

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		between ways of life in different periods. Study changes within living memory Study the lives of significant individuals who contributed to national and international achievements.	international achievements.			
Geography	<p>Why don't penguins need to fly? Where is Pip's home and what do we find there? How are penguins able to survive in Antarctica? How does Antarctica compare with the Sahara Desert? How is the Arctic different from the Antarctic?</p> <p>Geographical Knowledge Name and locate the words 7 continents and 5 oceans.</p> <p>Geographical Skills and Enquiry Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Geographical Skills and Fieldwork Use simple compass directions (N, S, E, W). Understand geographical similarities and differences through studying the physical and human geography of a small area of non-European country.</p>	<p>Why don't penguins need to fly? Why are there no Polar Bears in Antarctica? Why do Marco and Polo find visiting each other so difficult? So why don't penguins need to fly? Assessment</p> <p>Geographical Understanding 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. (weather report)</p>	<p>UK London today and in the past Aerial photos and plan perspectives Recap= name and locate the four countries and capital cities of the UK</p> <p>Geographical Skills and Enquiry Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Geographical Understanding Understand geographical similarities and differences through studying the physical and human geography of a small area of the UK.</p>	<p>Africa Human and physical features of a place. Contrasting Africa, Maasai Mara with our own locality Use of Google Earth What and where is the savannah? How big is Africa? Identify weather patterns in the UK and Africa. Discuss the locations of hot and cold areas in relation to the Equator and the North and South poles.</p> <p>Geographical Skills and Enquiry Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map and use and construct basic symbols in a key. Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Geographical Understanding 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. (weather report) Use basic geographical vocabulary to refer to key physical features, inc beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Understand geographical similarities and differences through</p>	<p>Why does it matter where my food comes from? Where do dairy products come from? Why are there so many dairy farms in Devon? How does Quicke's Dairy Farm in Devon make cheese?</p> <p>Geographical Understanding Use basic geographical vocabulary to refer to key human features, inc city, town, village, factory, farm, house, office, port, harbour, shop</p> <p>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.</p>	<p>Why does it matter where my food comes from? How does our list of favourite fruit and vegetables compare with the favourites of other people? Why is it important to know all about sugar? Why does John have so many happy customers at his shop? Assessment</p> <p>Weather patterns in the UK Identify the countries and capitals of the UK Where are the castles in the UK? Use locational and directional language e.g. near, far, left, right to describe location of features and routes on maps.</p> <p>Geographical Knowledge Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Develop knowledge of the human and physical geography of a small area of the UK.</p> <p>Geographical Understanding Use basic geographical vocabulary to refer to key human features, inc city, town, village, factory, farm, house, office, port, harbour, shop</p> <p>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. (weather report) Use basic geographical vocabulary to refer to key physical features, inc beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,</p>

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				studying the physical and human geography of a small area of a contrasting non-European country.		vegetation, season and weather.
Art & Design	Snowflake marbling Use a range of materials creatively to design and make products.	Harry Rutherford/Chris Cyprus – pastel/watercolour drawings of buildings Christmas Cards Christmas ornaments To know 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. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Pastel drawings of the fire scene Silhouettes of buildings Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	African animal silhouettes African weaving Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Van Gogh – Sunflowers Study his work and compare to other artists of the time To know 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. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Paul Klee – shape castles study work To know 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. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
DT	Design Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT Make Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing.)	Christmas Decorations/ Pop up cards Design Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT Make Select from and use a range of tools and equipment to	Joining materials to make houses Make Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) Select from and use a wide range of materials and components, including construction materials, textiles, ingredients, according to their characteristics Technical Knowledge Build structures, exploring how they	Safari buggies/vehicles (jeeps) Make animal puppets Make Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) Select from and use a wide range of materials and components, including construction materials, textiles, ingredients, according to their characteristics		Designing costumes/shields/coats of arms Where does food come from? Making a buffet for the banquet e.g. sandwiches, fruit salads. Cooking and Nutrition Understand where food comes from Use the basic principles of a healthy and varied diet to prepare dishes Select from and use a wide range of materials and components, including construction materials, textiles,

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	<p>Select from and use a wide range of materials and components, including construction materials, textiles, ingredients, according to their characteristics</p> <p>Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p>Technical Knowledge Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms) levers, sliders, wheels, axels) in their products</p>	<p>perform practical tasks (cutting, shaping, joining and finishing) Select from and use a wide range of materials and components, including construction materials, textiles, ingredients, according to their characteristics</p> <p>Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>	<p>can be made stronger, stiffer and more stable</p>	<p>Technical Knowledge Explore and use mechanisms) levers, sliders, wheels, axels) in their products</p>		<p>ingredients, according to their characteristics</p>
Music	<p>Getting to know you songs Times table songs Counting songs Geography songs – UK</p> <p>Listen and Appraise: Hands, Feet, Heart by Joanna Mangona The Click Song sung by Miriam Makeba The Lion Sleeps Tonight sung by Soweto Gospel Choir Bring Him Back by Hugh Masekela You Can Call Me Al by Paul Simon Hiokoloza by Arthur Mofokate</p> <p>Perform: Hands, Feet, Heart by Joanna Mangona</p>	<p>Geography songs – Continents/oceans</p> <p>Listen and Appraise: Ho Ho Ho by Joanna Mangona (Christmas) Blame It On The Boogie by The Jackson 5 (Pop) Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom) Suspicious Minds by Elvis Presley (Pop) Sir Duke by Stevie Wonder (Funk) Fly Me To The Moon by Frank Sinatra (Big Band/Jazz)</p> <p>Perform: Ho Ho Ho by Joanna Mangona (Christmas)</p>	<p>London's burning Making the sounds of the fire</p> <p>Listen and Appraise: We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles</p> <p>Perform: I Wanna Play in a Band</p>	<p>African sounds, songs and rhythms African drumming/Dance group</p> <p>Listen and Appraise: Kingston Town by UB40 Shine by ASWAD IGY by Donald Fagen Feel Like Jumping by Marcia Griffiths I Can See Clearly Now by Jimmy Clif</p> <p>Perform: Zootime</p>	<p>Sea Shanties</p> <p>Listen and Appraise: Friendship Song by Joanna Mangona and Pete Readman Count On Me by Bruno Mars We Go Together (from Grease soundtrack) You Give A Little Love from Buggy Malone That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John You've Got A Friend In Me by Randy Newman</p> <p>Perform: Friendship Song</p>	<p>Medieval music Dances for a medieval banquet</p> <p>Listen and Appraise: Peer Gynt Suite Anitras Dance by Edvard Grieg Brandenburg Concerto No 1 by Johann Sebastian Bach From the Diary of a Fly by Bela Bartok Fantasia on Greensleeves by Ralph Vaughan Williams Sugar Plum Fairy by Pyotr Tchaikovsky The Robots by Kraftwerk</p> <p>Perform: Hands, Feet Heart Ho Ho Ho I Wanna Play in a Band Zootime Friendship Song</p>
PSHE	Being Me and My World	Celebrating Difference	Dreams and Goals	Healthy Me Motivation.	Relationships	Changing Me Life cycles in nature.

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	Hopes & fears for the year. Rights and responsibilities. Rewards and consequences. Safe and fair learning environment. Valuing contributions. Choices. Recognising feelings.	Assumptions and stereotypes about gender. Understanding bullying. Standing up for self and others. Making new friends. Gender diversity. Celebrating difference and making friends.	Achieving realistic goals. Perseverance. Learning strengths. Learning with others. Group co-operation. Contributing to and sharing success.	Healthier choices. Relaxation. Healthy eating and nutrition. Healthier snacks and sharing food.	Different types of family. Physical contact boundaries. Friendship and conflict. Secrets. Trust and appreciation. Expressing appreciation for special relationships.	Growing from young to old. Increasing independence. Differences in female and male bodies (correct terminology). Assertiveness. Preparing for transition.
RE	How should we care for others, and why does it matter? Important people Should we care for everyone? What do Christians believe about caring for people? What do some religions say about caring for others? <ul style="list-style-type: none"> • Re-tell Bible stories and stories from another faith about caring for others and the world (A2). • Identify ways that some people make a response to God by caring for others and the world (B1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2). • Use creative ways to express their own ideas about the creation story and what it says about what God is like. 	What did Jesus say about how to treat others? Golden Rule The Christmas story What do you celebrate and why? What did Jesus teach about God in a story? <ul style="list-style-type: none"> • Identify some ways Christians celebrate Christmas and some ways a festival is celebrated in another religion (A1). • Re-tell stories connected with Christmas and a festival in another religion and say why these are important to believers (A2). • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). 	St. Pauls Cathedral What stories are special to us? What is a holy book? How are holy books treated (bible)? <ul style="list-style-type: none"> • Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). • Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). 	Easter What happened at Easter? How does it make people feel? How do Christians celebrate Easter? What matters most at Easter? <ul style="list-style-type: none"> • Identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion (A1). • Re-tell stories connected with Easter and a festival in another religion and say why these are important to believers (A2). • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). 	Who was the Prophet Muhammad, and why is he important to Muslims? which story do Muslims tell about the Prophet Muhammad? What is a mosque, and what happens at a mosque? How and why do Muslims pray and worship at the mosque? Mosques near where we live: what can we find out? What can be learnt from the story of Jonah? What is special about Jonah? <ul style="list-style-type: none"> • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). • Re-tell a story about the life of the Prophet Muhammad (A2). • Recognise some objects used by Muslims and suggest why they are important (A2). • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). • Find out about and respond with ideas to examples of cooperation between people who are different (C2). 	What do Muslims celebrate at Eid-ul-Fitr and Ramadan? How are holy books treated (Qur'an)? What can we learn from Muslim holy words? What do we think about God? What makes a place or an object special to us? And to Muslims? <ul style="list-style-type: none"> • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). • Re-tell a story about the life of the Prophet Muhammad (A2). • Recognise some objects used by Muslims and suggest why they are important (A2). • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). • Find out about and respond with ideas to examples of cooperation between people who are different (C2).
Classics						

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PE	Target Games 3	Athletics	Gymnastics – Spinning, Turning and Twisting	Gymnastics – Pathways	Net and Wall Game Skills 2	Invasion Game Skills 2
	Health Related Fitness		Gymnastics – Stretching, Curling and Arching		Tri-Golf	
End of Term Show and Share or Work to Display	Gruffalo's Child Setting Description Marbling Art	Christmas Show	Tudor houses Great Fire of London art	Jeeps African Weaving	Van Gogh style sunflower art	Banquet