



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Main Topic | Towers, Tunnels and Turrets | | Street Detectives | | Wriggle and Crawl | |
| English | Recounts; Reported speech; Narratives; Letters; Posters | | Recounts and captions; Nursery rhymes; Instructions; Adverts; Diaries | | Lists and leaflets; Instructions; Reviews and information texts; Poetry; Writing for different purposes | |
| Maths | Block 1: Number – Place value; Block 2: Number – Addition and subtraction; Block 3: Geometry – Shape | | Block 1: Measurement – Money; Block 2: Number – Multiplication and division; Block 3: Measurement – Length and height; Block 4: Measurement – Mass, capacity and temperature | | Block 1: Number – Fractions; Block 2: Measurement – Time; Block 3: Statistics; Block 4: Geometry – Position and direction | |
| Science | Identifying materials and their properties; Shaping materials; Uses of materials; Linking properties to use; Sustainability and recycling; Working scientifically – Identifying and classifying, Pattern seeking, Comparative tests, Research | | Children learn about the heart and heart rate then complete physical activities that allow them to see the effect exercise has on our body. Children observe how easily germs can spread through direct and indirect contact. | | Habitats; Invertebrates and invertebrate groups; Microhabitats; Animal needs for survival; Food chains; Human impact on habitats; Animal offspring; Lifecycles – amphibians, birds, invertebrates, mammals and reptiles; Seasonal changes in animals; Habitat improvements Living and non-living things; Identifying plants and animals in a habitat; Animal shelter and food; Food chains; Animal adaptations; Camouflage investigation Plant parts; Seasonal changes in plants; Investigating germination; Investigating plant growth; Unusual plants; Working scientifically – Observing changes over time, Identifying and classifying, Pattern seeking, Comparative test, Research | |
| Art & Design | Colour theory; Colour wheel; Primary and secondary colours | | Famous local artists; Creating views from the local area. Colour wheel; Mixing hues; Comparing and contrasting hues; Printing using malleable materials; Comparing two artists' use of colour. Still life; Colour study; Compositions | | Analysing artwork; Exploring visual elements – colour, shape, form, texture and pattern; Significant artist – Yayoi Kusama; Drawing; Printmaking; 3-D forms | |



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| Design Tech | Making models of towers, bridges and tunnels | | Machines and mechanisms; Sliders, levers and linkages; Designing and making greetings cards with moving parts | | | |
| History | Castles and castle life; Significant individuals – Isambard Kingdom Brunel | | Changes within living memory; Significant people; Places and events in the local area | | | |
| Geography | Amazing structures around the world; Towers and bridges in the local area | | Fieldwork in the local area; Human and physical features; Using and making maps; Aerial images | | Fieldwork | |
| Music | Instruments (Musical storytelling) | Pitch (Musical me) | | Structure (Myths and legends) | Call and response (Animals) | |
| PSHE | Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect. | Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene. | Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy. | Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion. | Learning about where money comes from, how to look after money, how we use money and looking at careers and jobs. | |
| ICT | Online safety Y2 (All 4 lessons) | What is a computer? (3 lessons: 1, 2 and 5 only) | Programming 1: Algorithms & debugging (4 lessons: 1, 2, 4 and 5) | Programming 2: | Creating Media: Stop Motion | Computing Systems & Networks 2 |
| PE | Games for Understanding | Team Building | Gymnastics: Feet 1 | Rackets, Bats and Balls | Dance: Explorers | Gymnastics: Linking |
| RE | | Stories from the Old Testament | | Prayer | | Parables: Forgiveness and Helping. |