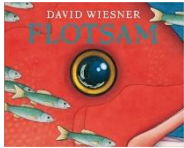**Science**: Living things and their habitats
Geography: How does the weather affect our lives?
Phonics & Spelling: RWI sounds

Week	English Only One You The first Hippo on the Moon	Maths Number and place value Addition and subtraction	Science Living things and their habitats	PE Hockey and team games	Online safety Coding	PSHE Empowerment approach
1 2nd & 3rd Sept	The children will take part in reading and phonics assessments. **Phonics –** Set 3 Speed sounds **ea and oi**	Maths assessments		Hockey. The children will explore the game hockey. They will show an understanding of how to hold the hockey stick correctly and how to dribble a ball. They will also explore how to change direction when dribbling the ball and how to pass the ball with accuracy. Towards the end of the term, they will be passing a ball to each other and to different targets. Team games.	Online safety. The children will understand and learn how they can keep safe online. They will then create a poster explaining this.	The children will explore the PSHE curriculum for Term 1 through the text 'Only One You' and carryout a range of activities based on Being Me in My World (see PSHE section of plan.)
2 ARTS WEEK - 6th – 10th Sept	Getting to know the text. The children will predict what they think will happen in the text. They will explore and use the conjunction 'because' to explain their thinking. They will also ask and answer questions about the section of the text they have read and explore the main character's thoughts and feelings through drama. **SPaG** -Capital letters **Phonics -** Phase 5 (ea and oi) **Spellings –** treat, dream, bead, reading, lead, boil, foil, joint, noise, hoist.	Placer Value ▪ Counting within 20 ▪ Tens and ones within 20 ▪ Counting within 50 ▪ Tens and ones within 50	The children will explore and group things that are living, dead and never lived. They will also identify key differences between them.		Coding: Algorithms. The children will revisit the coding vocabulary which they learnt in Year 1 and will be introduced to a new word, algorithm – a step by step set of instructions used to solve a problem or achieve an objective. The children will then practice writing algorithms to move a Beebot.	

3 13th – 17th Sept	Instruction writing. The children will write a set of instructions explaining how to make a rocket from a range of materials they could find in a classroom. They will be reminded of time conjunctions, such as first, then, next and after to help them organise and structure their sentences. When they have finished their instruction writing, they will explore which words in their writing are common nouns. **SPaG** – Full stops, question marks and exclamation marks. **Phonics –** Set 3 (split sounds a_e, o_e and i_e) **Spellings –** cake, amaze, brave, spade, prize, wipe, bike, phone, joke, broke.	Placer Value ▪ Compare numbers within 50 ▪ Count objects to 100 ▪ Read and write numbers in numerals and words ▪ Represent numbers to 100	The children will name a variety of animals and plants that they think live in a microhabitat. After, they will participate in an investigation to see if they can see some of these animals and plants in the playground.	The children will explore the game netball. They will begin by throwing a ball with accuracy to a target. After, they will participate in a small team game where they will pass the ball using chest passes. They will then be introduced to different passes, including a bounce pass and shoulder pass, and become familiar with the rules of netball, for example not moving with the ball.	Coding: Algorithms. The children will revisit and review what the term 'algorithm' means providing a definition. They will then understand that we write algorithms for how the code should work, then we turn the algorithm into computer code so that the computer can follow the algorithm. The children will then complete the challenges: fun with fish, bubbles and air traffic control, where they will create simple code to move the fish, pop the bubbles and allow the planes to take off.
4 20th – 24th Sept	Non-fiction writing. The children will gather information about hippos, such as where they live, what they look like and what they eat. They will then use their information gathered to write an interesting fact file. We will look closely at how to extend some of our sentences by using conjunctions, such as and, or, but, and continue to include the punctuation taught in Year 1 in our writing. SPaG – Recognising common nouns and proper nouns. **Phonics –** Set 3 (u-e and aw) **Spellings –** flute, huge, fume, tube, paw, straw, yawn, claw.	Placer Value ▪ Tens and ones with part-whole model ▪ Tens and ones using addition ▪ Use a place value chart ▪ Compare objects	The children will discuss what animals and plants they found in a microhabitat last week and explore how a microhabitat provides for the basic needs of animals and plants.		Coding: Algorithms. The children will be introduced to Free Code Chimp. They will add a background picture and drag in two characters. They will then learn how to save their work and discuss why it is important to save their work/coding regularly.

5 27th Sept – 1st Oct	Writing in role. The children will explore different character's thoughts and feelings through a range of drama activities. These activities will lead them to write a diary entry in the role of Sheila (the main character.) They will be introduced to expanded noun phrases and how commas are used to separate items in a list. They will also use their new knowledge of expanded noun phrases to describe the text's setting. **SPaG** – Recognising sentences **Phonics -** Phase 5 (oe and ey) **Spellings –** tomatoes, goes, dominoes, donkey, turkey, trolley, chimney.	Placer Value ▪ Compare numbers ▪ Order objects and numbers ▪ Count in 2s ▪ Count in 5s	The children will discover different habitats around the world, such as a desert, town and jungle. They will then identify animals and plants that live there.		Coding: Algorithms. The children will open their work from last week and explore the actions that their two characters can make, for example travel forwards and backwards, hide, show and speak. They will then create algorithms for their characters similar to the air traffic control example, e.g. When clicked – plane Plane – up The children will then save and test their code.
6 4th – 8th Oct	Writing in role. The children will continue to write in role as Sheila. They will write to NASA explaining their successful mission to the moon. They will continue to explore and use expanded noun phrases, identifying which word is the noun and which is the adjective/s. SPaG – Recognising sentences using conjunctions. **Phonics –** Set 3 are and ur. **Spellings** – care, share, compare, declare, nurse purse, turn, burn.	Placer Value ▪ Count in 10s ▪ Count in 3s ▪ Addition and subtraction bonds to 20 ▪ Check calculations	The children will choose a habitat from last week. They will then explore and research how the habitat provides for the basic needs of animals and plants. They will also participate in discussions about how habitats, animals and plants all depend on each other.		Coding: Repeat and Timer. The children will revisit and review the code blocks used in Year 1 and discuss how they can be used to build up code. They will then be introduced to the words, repeat and timer and will discuss their meaning. After, they will open Free Code Chimp and explore the 6 objects in design view, noting how they move and their different properties. They will then create code exploring the new code blocks.

7 11th – 15th Oct	Retelling a quality text The children will orally retell the text using a story map with actions. They will discuss how the text has a beginning, middle and end. **SPaG** – Using conjunctions in sentences. **Phonics –** Set 3 er and ow. **Spellings** – better, letter, rubber, faster, driver, brown, town, clown, cow, how, drown.	Placer Value ▪ Compare number sentences ▪ Know your bonds ▪ Related facts ▪ Bonds to 100	The children will compare two animals from different parts of the word, such as a camel and a polar bear. They will identify key differences between them, for example their appearance and basic needs.		Coding: Repeat and Timer. The children will open their work from last week and review their code they created. They will then explore the code block 'timer' in more detail, identifying the difference between Timer – every and Timer – after.	
8 18th – 22nd Oct	Poetry The children will write their own animal poem where they will be exploring rhyming words which have similar spelling patterns, such as big and dig; and green and seen. **Spag –** They will recap and apply the grammar taught this term: capital letters, full stops, question marks, commas, nouns and adjectives.	Placer Value ▪ Add and subtracts 1s ▪ 10 more and 10 less ▪ Add and subtract 10s ▪ Add by making 10	The children will continue to compare the two animals from last week looking closely at where they live. They will participate in discussions about why some animals can survive in certain habitats and not all habitats.			

Week	Learning	Curriculum links
Week 1 **PSHE**	<u>Being me in my world.</u> The children will be introduced to Jigsaw Jo and Jo will share how he/she is worried about being in Year 2. The children will share what they might be worried about. After, they will then participate in a discussion about how they could help their friends and Jo cope with their worries. In response to this, the children will be introduced to our class worry monster where they can share any worries they might have now and throughout the year with an adult. Next, the children will think carefully about belonging, answering the following questions: . How does it feel to be left out? . How does it feel to reject others? Once the children have answered the questions above, they will then understand how we belong to our class but with this comes a sense of responsibility and rights. The children will discuss what these mean and order 'responsibility cards' from most important to least important, explaining their thinking behind it. The children will revisit and identify different learning behaviours. They will each identify a behaviour that makes it easy to learn and a behaviour which makes it difficult for others to learn. They will discuss how they could support their behaviour, such as having 'calm time' and what they could do when they have recognised that someone is struggling. The children will then create a poster sharing what someone could do when struggling to manage their behaviour and/or emotions.	
Week 2 **Arts Week**	<u>Flotsam</u> Using the book Flotsam as their inspiration the children will be using collage to create a sea creature and painting tecniques and colour to create an underwater scene. They will then finish the week by exploring the art of weaving to create their own Flotsam fish.	Pupils should be taught: - 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
Week 3 **RE**	<u>Exploring Christianity.</u> The children will begin by identifying and recognising books which are special to them. Once they have identified these, they will explain why they are important to them, for example this book is important to me because it was my grandma's. After, they will then discover and understand why the Bible is a holy book for Christians and will begin to look closely at the second part of the Bible understanding how it relates to the life and teaching of Jesus.	
Week 4 **Music**	<u>Cauliflowers are Fluffy.</u> Focusing on aspects of singing, playing, improvising, composing and listening, children will start with by learning a challenging jazzy melody accurately. The children will then explore musical contrast and textures within a verse and chorus structure. They will finally use contrasting dynamics and body percussion effects to enhance a Harvest song that they will perform for the class.	Pupils should be taught to: - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Week 5 Geography	How does the weather affect our lives? The children will begin by revisiting our 4 seasons from Year 1. They will identify what weather they would typically see in each season and show an understanding of how the weather changes through the 4 seasons (the location of Earth.) They will then carry out a weather diary for 7 days, highlighting the type of weather they are seeing and the outside temperature. After, they will write a personal recount about what they recorded.	My Weather Diary	Human and physical geography ▪ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
Week 6 Art	Collage animals inspired by the artist Eric Carle. The children will begin by exploring art work produced by Eric Carle. They will learn how the artist produced some of his pieces and will share what they like about his work. After, they will explore how tissue paper, colour and pattern can be used effectively and will then draw out and collage a jungle animal of their choice. Once they have finished, they will compare their work to the work of Eric Carle identifying links between the two.		Pupils should be taught: ▪ to use a range of materials creatively to design and make products ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn 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
Week 7 Geography	Continents and Oceans of the World The children will name and locate the world's seven continents, 5 oceans and the equator. From previously looking at weather patterns, they will identify hot and cold areas of the world. Soon after, they will discover the importance of Captain Robert Scott and locate the North and South Pole on a globe.		Locational knowledge ▪ Name and locate the world's seven continents and five oceans Human and physical geography ▪ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
Week 8 DT	Textiles – Templates and joining techniques. The children will begin by designing a puppet. They will think carefully about the size and shape of their puppet, before designing and labelling the materials they will use for each section, for example red felt for body and white cotton for detail. After they have designed their puppet, they will create a template or paper pattern. They will explore a range of joining techniques such as running stitch including threading own needle. When they have finished, the children will evaluate their ideas and final product against original design criteria.		When designing and making, pupils should be taught to: Design ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria Make ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria