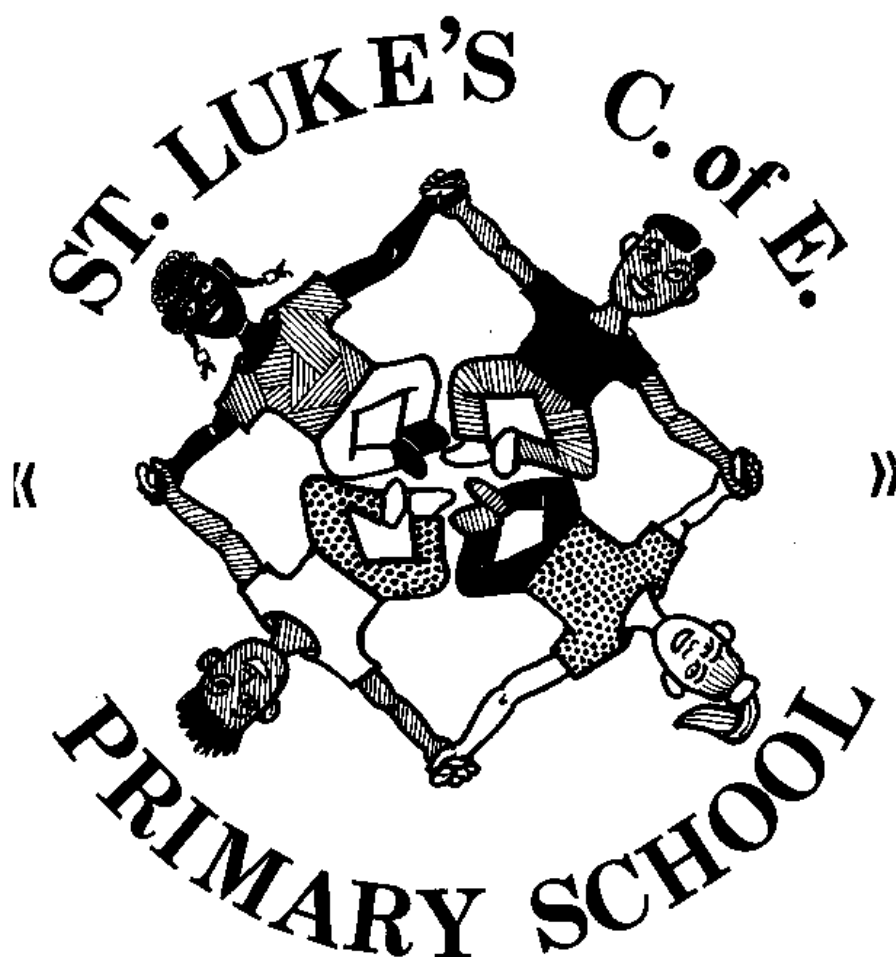


St Luke's CE Primary School



**Year 2 Curriculum
2023/24**

Aims of the school

- To provide a secure, happy and stimulating environment in which children will be well motivated to learn.
- To value each child in their own right irrespective of ability, gender or background and to provide them with opportunities of access to curriculum, and give each the confidence and motivation to meet challenges at work and leisure.
- To develop and foster their self esteem to take their place in society.
- To enable children to make informed decisions concerning the quality of their life and well-being in a world of increasing opportunities and dangers.
- To equip children with the skills to learn; encouraging increasing independence, self reliance and confidence.
- To provide a broad and balanced skill-based curriculum which meets the needs of all children, providing opportunities to think logically, critically and creatively, and where they are enabled to work independently and co-operatively to fulfil their potential.
- To create confident readers and embed a love of reading throughout both the curriculum and for pleasure
- To demonstrate and foster a positive attitude towards work and to recognise and respect of their own and each other's achievements.
- To value and respect each person's contribution to our school and to work together to achieve excellence.
- To teach and foster self discipline and respect for people, property and animals in order to achieve and maintain high standards of behaviour and good relationships.
- To prepare children to live in a multi-cultural society and to enable them to understand, respect and value the beliefs and values of their own and other cultures. To nurture their spiritual development, providing opportunities to acquire and discuss personal values and beliefs.
- To work with parents/carers forming a partnership based on trust and mutual understanding in the best interests of the children; to form and foster links with the local and wider community.
- To make the best use of all available resources to achieve the best possible outcomes.

We hope that parents will work towards the school's aims by:

- Ensuring their child attends school regularly and punctually.
- Avoiding term-time holidays wherever possible.
- Having due regard for the school's code of behaviour ensuring a supportive attitude.
- Supporting school policies.
- Contacting the school at the earliest opportunity to share information which may affect their child's learning or wellbeing.
- Participating in discussions concerning their child's progress and achievements.
- Understanding and being realistic about their child's abilities, offering encouragement and praise.
- Allowing and encouraging their child to become more self reliant as he/she progresses through school.
- Attending parents' information and consultation meetings.
- Encouraging and supporting children with out of school learning, especially reading and projects.

WHOLE SCHOOL FOCI

Across the school, the key foci will be:

- Communication and language – Development of vocabulary
- Communication and language – Speaking and listening (class assemblies, debate and performances)
- Reading Skills
- Reading for pleasure
- Phonics (EYFS, KS1 and Y3 catch-up groups, INA pupils)
- Handwriting
- Consolidation of the use of 'Big Questions' and lesson questions to structure all units of work

In Year 2, we aim to ensure that children experience a range of enrichment activities in order to expand their vocabulary, develop resilience and become more independent learners. Therefore, alongside the other curriculum areas, pupils in Year 2 will have the opportunity to do lots of outdoor learning through Forest School and trips.

MENTAL HEALTH AND WELLBEING

The theme of Wellbeing runs through all aspects of our curriculum and is linked to our Policy. Alongside our 'PSHE' and 'Global Citizenship and Wellbeing' curriculum, we will be ensuring that pupils receive daily opportunities to participate in Mental Health and Wellbeing activities. Across the school, the key foci will be:

- Developing resilience
- Growth Mindset
- Mindfulness
- Recognising emotions
- Strategies for self-care and how to stay healthy
- Enrichment opportunities
- Positive body image
- The impact of social media and how it can impact our mental health and well being

In addition to this, we have internal referral route, where children can be referred for 1 to 1 additional support with a trained specialist. Where further support is required, external advice can be sought through a multi-agency approach using School Health, CAMS and other third-party agencies.

STATUTORY ASSESSMENTS

At the end of Year 2, pupils will no longer have to sit mandatory Government SATs papers. However, assessment is incredibly important to ensure that all children are making good progress. Therefore, children will sit text papers at the end of the year, as they do in all KS1 and KS2 year groups, to support teacher judgement and assess whether children are working at the expected standard for the end of KS1.

Pupils who did not meet the standard in their Year 1 Phonics Screening Check will be reassessed to ensure that they have caught up and are able to use decoding and blending skills confidently.

EXTRA-CURRICULAR ACTIVITIES

There is a rich programme of extension activities provided by school, including visitors, events, celebrations and trips. Every child will go on regular enrichment trips. Children can also participate in a variety of after school clubs throughout the year e.g. sports – multi skills, art club, football club, reading club, project club etc (a timetable will be available at the school office).

HOMEWORK

Homework is given to enable children to consolidate, extend and enrich their learning in school, and parents' support in encouraging positive attitudes towards work is greatly valued. The

school seeks to maintain a balance between the amount of homework given, and the need for rest and leisure time when the amount of homework given, and the need for rest and leisure time when children can pursue other interests. In addition, homework provides children with opportunities for independent research. Your child will have a spelling list each week and there will also be regular mathematics homework to support learning in class.

REGULAR READING

At St Luke's, we believe that reading is the foundation of all learning and therefore must be held at the highest of importance. With that said, we ask you to ensure that your child reads at home with an adult on a daily basis and practise phonics as regularly as possible. Hearing your child read and discussing the book with them will help to improve vocabulary and understanding. Your child will have at 2 different kinds of books: one may be a phonics book, which your child should read every day to practise their decoding skills, and the other is a book for you to read and discuss together. This book may contain words that your child is not yet familiar with and therefore will require an adult to read it with or to them.

Children may also borrow other books of their choice from the school or local libraries as we encourage children to read as widely as possible and we hope that you will discuss the books with your child and encourage him/her to sample a wide range of literature.

PROJECTS

All children throughout the school will be set projects to work on at home in order to extend their learning and help to develop independent learning skills. This is a fantastic opportunity for you and your child to work together to learn about a topic, expand the children's knowledge about the world, and use the skills they have learned in a purposeful way. The children will be able to develop their skills in English, Maths, Geography, Science, Art, ICT and across the wider curriculum. The main aims of our projects are:

- To develop research skills
- To become an independent learner
- To help prepare for High School with organising their time, focus and stamina
- To expand knowledge and understanding of the world in a flexible, fluid and creative way
- To encourage interests to widen and talents to shine

FEEDBACK

Children will be offered feedback for their learning in many ways including written, verbal, stickers, stamps and as a group. Research suggests that verbal feedback is a powerful tool to open dialogue and help to reinforce main class teaching / address misconceptions. As a school we are have recently updated our Feedback policy and this is available to see via the school website in due course.

HOME LEARNING

Work will not usually be sent home for children who are ill. Children do not achieve well under stressful conditions and when the child regains full health and returns to school, a co-operative attitude between home and school can rectify matters more quickly than work sent home to a sick child. However, should you like to access any online learning, this can be done so via Class Dojo. If illness is prolonged, work can be sent home, and parents in these circumstances are requested to contact school in order to make the necessary arrangements.

Year 2 Curriculum

Yearly Overview for English and Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Literacy	Repetitive Poems Instructions	Recount Narrative	Newspaper Report Diary Entry Narrative	Description Information Text	Postcards and letters Recount Letter	Information Text Narrative
Numeracy	Place value Addition & Subtraction	Measurement Money Multiplication and division	Multiplication & Division Statistics	Geometry – properties of shape Fractions	Measurement – length and height Geometry – position and direction	Measurement – time Mass & capacity
Projects	Space and Planets		Animals Around the World		Summer holiday project: Year 3 Project	
Homework	Throughout the year, homework will be given by the class teacher and will be linked to weekly work to consolidate learning and encourage/build independence. Please see 'Homework' section for expectations and guidance.					

READING

At our school, we believe reading is the bedrock of all learning. Reading threads through every area of the curriculum and we are passionate about ensuring each child leaves our school as a confident, competent and capable reader, who is not only ready for the future ahead, but finds enjoyment and pleasure from reading, too.

Each Year group has three main priorities within reading that are always at the forefront of the schools' curriculum: comprehension, vocabulary and reading for pleasure. In EYFS and KS1, there is a fourth strand: phonics. In the table below, you will see objectives taught and strategies used to embed reading further for our children as well as information about Guided Reading.

Teaching, Objectives and Examples of Activities	
- Comprehension	<p>Throughout the year, foci will include: Daily Guided Reading Whole Class Reading Phonic Reading Comprehension Termly Benchmarking That will include -inference and deduction skills -specific strategies to decode and understand parts of a text -exploring author themes and meaning for a text -compare texts within the same genre and/or by the same author</p>
- Vocabulary	<p>Throughout the year, foci will include: -developing understanding and use of vocabulary -half-termly concept words designed to cross over each subject -Dictionary Skills -understanding meanings -editing work to improve choices -thesaurus work - Year 2 spelling rules and function of word classes</p>
- Reading for pleasure	<p>Throughout the year, foci will include: Library visits Book Challenges Class Text- Read daily Project Work (Reading being the theme for the first project of the year) Book Clubs Sharing Books Peer Reviews Performances Performing book-based plays</p>
- Phonics	<p>Throughout the year, children will be taught using a systematic, highly structured and DfE accredited phonic scheme (Bug Club): Children will have access to fully decodable books which match their individual stage of phonetic development – hard copy books and e-books -Daily phonic sessions take place in groups according to stage of phonic development -Children will learn the GPCs, segmenting and blending skills needed to become a fluent reader -Alongside phonics, children will also be taught to recognise on sight the tricky words (common exception words) appropriate to their phonic phase - In year 2, greater emphasis is placed on writing the GPCs and tricky words as well as using spelling patterns</p>

<p>- Guided Reading</p>	<p>Regular Guided Reading sessions provide children with the opportunity to be taught and practise key reading skills, as well as gaining experience of a range of text genres.</p> <p>In all sessions, the 'St Luke's Rainbow Reading Skills' will be taught:</p> <ul style="list-style-type: none">-Word reading (phonics and sight words)-Fluency-Text talk (genre analysis)- Reading for pleasure <p>Each session will also focus on at least one of the following reading skills:</p> <ul style="list-style-type: none">- Vocabulary- Retrieval- Sequencing- inference- Prediction
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Autumn 1	Art	DT	Geography	History	ICT	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Link Question	Do we think simple or complex art is more effective?		Would the planet be better off if we ate locally-sourced food, like animals?	Who was the greater explorer: Christopher Columbus or Neil Armstrong?						
Big Question	How do lines, shapes and colours work together to create artwork?	Why do people make and use puppets?	Why do penguins, polar bears and camels find visiting each other so difficult?	Who 'discovered' the Americas?	How can computers make my ideas come to life? (Coding)	<u>South African Styles</u> What styles of music come from South Africa?	Fundamentals: Why are fundamental skills important?	What is the best way to retain possession in a ball game?	Who is Jewish and what do they believe?	Why is health and hygiene so crucial for humans?
Lesson Questions	<p>Lesson 1 – who is Piet Mondrian and how did his work change?</p> <p>Lesson 2 – Why are straight lines important in Mondrian art?</p> <p>Lesson 3 – why is shape and colour important in Mondrian's work?</p>	<p>Lesson 1 – what is a puppet and how are they made?</p> <p>Lesson 2 – What are the range of puppets used in puppet shows?</p> <p>Lesson 3 – What resources will be needed to create my puppet?</p>	<p>Lesson 1 – What is the Sahara Desert?</p> <p>Lesson 2 – How can camels survive in the Sahara?</p> <p>Lesson 3 – How does Antarctica compare with the Sahara?</p> <p>Lesson 4 – How can penguins survive in Antarctica?</p>	<p>Lesson 1 – How was life in the 15th century different from nowadays?</p> <p>Lesson 2 – Had anyone in Europe heard of the Americas before Christopher Columbus?</p> <p>Lesson 3 – Who was Christopher Columbus?</p> <p>Lesson 4 – Why did Christopher Columbus sail across an unknown ocean?</p> <p>Lesson 5 – How was travel in the 15th century different from nowadays?</p>	<p>Lesson 1 - What is an algorithm and how can we use a computer program to create one?</p> <p>Lesson 2 - How can we plan and create a program using collision detection?</p> <p>Lesson 3 - How can we design and create an algorithm that follows a timed sequence?</p> <p>Lesson 4 - How can we use different events in our program to make objects move?</p> <p>Lesson 5 - What is the function of buttons in a program?</p> <p>Lesson 6 - What is debugging and how can we debug simple programs?</p>	<p>Hands, Feet, Heart – J. Mangona</p> <p>The Click Song – Mirium Makeba</p> <p>The Lion Sleeps Tonight – Soweto Gospel Choir</p>	<p>Lesson 1 - How does varying our speed effect how our bodies move and act?</p> <p>Lesson 2 - What actions can we use to change direction and dodge?</p> <p>Lesson 3 - How does being more stable help us to balance and land safely?</p> <p>Lesson 4 - What is the difference in starting point when jumping, hopping and skipping?</p> <p>Lesson 5 - How do we develop a jumping sequence?</p> <p>Lesson 6 - How can we develop our jumping sequence?</p>	<p>Lesson 1 - How can we improve our aim when rolling a ball towards a target?</p> <p>Lesson 2 - Which body position helps us to stop a moving ball?</p> <p>Lesson 3 - How can we control a ball with our feet when dribbling?</p> <p>Lesson 4 - Which part of our foot helps us to control and kick a ball accurately?</p> <p>Lesson 5 - How can we develop an accurate effective throw?</p> <p>Lesson 6 - Which body shape is effective when rolling a ball?</p>	<p>Lesson 1 – what is precious to us and what is precious to Jewish people?</p> <p>Lesson 2 – What does the Mezuzah remind Jewish people about God?</p> <p>Lesson 3 – Why is Shabbat special for Jewish people?</p> <p>Lesson 4 – How do Jewish people prepare for Shabbat?</p> <p>Lesson 5 – Why do some Jewish people call Shabbat the 'day of delight'?</p>	<p>Lesson 1 - Why do humans need exercise to stay healthy?</p> <p>Lesson 2 - What effect does exercise have on our bodies?</p> <p>Lesson 3 - What are the different food groups?</p> <p>Lesson 4 - Why is it important to eat a range of food types?</p> <p>Lesson 5 – Which foods would you include in your own healthy lunchbox?</p> <p>Lesson 6 – How does good hygiene help us to stay healthy?</p> <p>Lesson 7 – How can we prevent germs from spreading?</p>

Autumn 2	Art	DT	Geography	History	ICT	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question	How do lines, shapes and colours work together to create artwork?	Why do people make and use puppets?	Why do penguins, polar bears and camels find visiting each other so difficult?	Who 'discovered' the Americas?	Whom can we trust online?	<u>South African Styles</u> What styles of music come from South Africa?	Dance: How does music invoke emotion?	How does an invasion game build up competition tactics?	How and why do we celebrate special and sacred times?	How do different species ensure their survival?
Lesson Questions	<p>Lesson 4 – How can I combine the visual elements, line, shape and colour to create a painting based on Mondrian's work?</p> <p>Lesson 5 – How can collage be used to create work inspired by Mondrian?</p> <p>Lesson 6 – What do I think of Mondrian's work?</p>	<p>Lesson 4 – How can my puppet be improved?</p> <p>Lesson 5 – How does my final design compare with my initial design?</p> <p>Lesson 6 – Does your puppet match your design and how would you improve it?</p>	<p>Lesson 5 – Why don't penguins need to fly?</p> <p>Lesson 6 – How does the Arctic differ from Antarctica?</p> <p>Lesson 7 – Why are there no Polar bears in Antarctica?</p>	<p>Lesson 6 – What would it have been like to have been a crew member on the Santa Fe?</p> <p>Lesson 7 – What was the 'New World' like?</p> <p>Lesson 8 – How do you think the indigenous people of The Americas felt when the Europeans landed on their shores?</p> <p>Lesson 9 – Why did Columbus keep returning to the new land?</p> <p>Lesson 10 – How do you think Columbus should be remembered?</p>	<p>Lesson 1 – How can we refine our searches using the Search tool on Purple Mash?</p> <p>Lesson 2 – How do we use digital technology to share work on Purple Mash to communicate and connect with others?</p> <p>Lesson 3 – What are emails and how do we use them to communicate with other people?</p> <p>Lesson 4 – What is a digital footprint and what information do we leave behind on the internet?</p>	<p>Bring him back home – Hugh Masekela</p> <p>You can call me Al – Paul Simon</p> <p>Hlokoloza – Arthur Mofokate</p>	<p>Lesson 1 – How can we develop a dance sequence?</p> <p>Lesson 2 – How can we express ourselves through movement?</p> <p>Lesson 3 – How can we use a pulse to enhance our movement?</p> <p>Lesson 4 – How can we express our emotions through facial expressions?</p> <p>Lesson 5 – How can we express our emotions through facial expressions?</p> <p>Lesson 6 – Why are rehearsals important?</p>	<p>Lesson 1 – How can we retain possession for our team?</p> <p>Lesson 2 – How can we beat our opponents defence?</p> <p>Lesson 3 – How can we prevent our opponent's offense?</p> <p>Lesson 4 – How can we gain possession?</p> <p>Lesson 5 – What strategy can we use to prevent an opponent receiving the ball?</p> <p>Lesson 6 – How can we apply simple tactics in a game situation when attacking and defending?</p>	<p>Lesson 1 – Why is it important to celebrate and remember in our own lives?</p> <p>Lesson 2 – How can people express their beliefs (e.g. through art, architecture or through charity and generosity?)</p> <p>Lesson 3 – Which festivals are important to Jewish people?</p> <p>Lesson 4 – How do Muslims celebrate Eid-ul-Fitr?</p> <p>Lesson 5 – How can religious stories shape a child's faith?</p> <p>Lesson 6 – Why is the symbol of light important within different festivals?</p>	<p>Lesson 1 – What are the basic needs of all animals?</p> <p>Lesson 2 – Which offspring do and do not look like their parents when they are born?</p> <p>Lesson 3 – How do the lifecycles of different mammals compare?</p> <p>Lesson 4 – How do mammals' life cycles compare to other animal types?</p> <p>Lesson 5 – Why do animals have offspring?</p>

Spring 1	Art	DT	Geography	ICT	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question	How can we add meaning to self-portraits?	Moving Vehicles: What makes vehicles move?	Why does it matter where our food comes from?	Is a spreadsheet the ultimate maths buddy?	<u>Rock</u> What do different types of Rock music have in common?	Dance: How does music invoke emotion?	What is the best way to send and receive a ball?	How do Muslims express their faith?	Does material choice matter?
Lesson Questions	<p>Lesson 1 – What is a self-portrait and what is needed to draw one?</p> <p>Lesson 2 – How can colours be used to portray emotion?</p> <p>Lesson 3 – Who was Picasso and how can we create a collage portrait?</p>	<p>Lesson 1 – What type of vehicle could I make?</p> <p>Lesson 2 – What are the range of toy vehicles and how can they be adapted?</p> <p>Lesson 3 – What resources will be needed to create my vehicle?</p>	<p>Lesson 1 – Where do our dairy products come from?</p> <p>Lesson 2 – Why are there so many dairy farms in Devon?</p> <p>Lesson 3 – How do dairy products get from farms to our homes?</p>	<p>Lesson 1 - What are spreadsheets and how do we use them?</p> <p>Lesson 2 - How can we quickly copy, cut and paste to help make spreadsheets?</p> <p>Lesson 3 - What are the capabilities of a spreadsheet in adding amounts?</p> <p>Lesson 4 - How can we create a table of data on a spreadsheet?</p>	<p>I wanna play in a band – J. Mangona</p> <p>We will rock you – Queen</p> <p>Smoke on the water – Deep Purple</p>	<p>Lesson 7 - How can we respond to changes in music?</p> <p>Lesson 8 - How can we respond to changes in music?</p> <p>Lesson 9 - How can we create a collaborative dance?</p> <p>Lesson 10 - What will a repeating movement look like in a dance?</p> <p>Lessons 11 and 12 - How can we perform using unison, mirroring and matching with our partners?</p>	<p>Lesson 1 - How can we maintain an effective aim?</p> <p>Lesson 2 - What is an effective body shape when tracking and receiving a rolling ball?</p> <p>Lesson 3 - What position should our feet be in when sending and receiving a ball with our feet?</p> <p>Lesson 4 - What is an effective hand position when catching a ball?</p> <p>Lesson 5 - Which type of throw is effective in differing situations?</p> <p>Lesson 6 - Why is hand-eye coordination important when send and receive use a racket?</p>	<p>Lesson 1 – How do Muslims express their ideas about Allah?</p> <p>Lesson 2 – What do Muslims believe about Allah?</p> <p>Lesson 3 – Why is the Holy Qur’an important to Muslims?</p> <p>Lesson 4 – What is a mosque, and what happens at a mosque?</p> <p>Lesson 5 – Why do Muslims celebrate Eid-ul-Fitr?</p>	<p>Lesson 1 - What materials can we find in our local environment?</p> <p>Lesson 2 – What does suitability of materials mean?</p> <p>Lesson 3 – How do the properties of different materials vary and affect their suitability?</p> <p>Lesson 4 – Can all materials change their shape and is this change reversible?</p> <p>Lesson 5 – Which materials are the most suitable for an umbrella?</p> <p>Lesson 6 – Which materials are the most suitable for curtains?</p> <p>Lesson 7 – Which materials would keep a fragile object the safest during transit?</p> <p>Lesson 8 – Why is using sustainable materials important?</p>

Spring 2	Art	DT	Geography	History	ICT	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question	How can we add meaning to self-portraits?	Moving Vehicles: What makes vehicles move?	Why does it matter where our food comes from?	Was the moon landing 'a giant leap for mankind'?	Can every answer be found online?	<u>Rock</u> What do different types of Rock music have in common?	Gymnastics: What shapes can we make with our body during our performances?	What games include striking and fielding?	What makes Easter so important to Christians?	Why are plants vital to planet?
Lesson Questions	<p>Lesson 4 - How can watercolours enhance a portrait?</p> <p>Lesson 5 - What skills are needed when line drawing?</p> <p>Lesson 6 - What is pop art and why is colour so important?</p> <p>Lesson 7 - Whose work do you prefer: Mondrian or Picasso?</p>	<p>Lesson 4 - How can my vehicle be improved?</p> <p>Lesson 5 - How does my final design compare with my initial design?</p> <p>Lesson 6 - Does my vehicle match my design and how would I improve it?</p>	<p>Lesson 4 - Where do Britain's favourite fruits come from?</p> <p>Lesson 5 - Where does Britain get its sugar from?</p> <p>Lesson 6 - How far has the food on our plates travelled?</p>	<p>Lesson 1 - What is an astronaut and what do they need?</p> <p>Lesson 2 - What is the timeline of space exploration?</p> <p>Lesson 3 - Who was Valentina Tereshkova and why is she significant?</p>	<p>Lesson 1 - What is the internet and can we recall the terminology associated with the internet and searching?</p> <p>Lesson 2 - How can we effectively use a search engine to find the information we require?</p> <p>Lesson 3 - How can we create an information leaflet demonstrating our effective internet searching?</p>	<p>Rockin all over the world - Status Quo</p> <p>Johnny B. Goode - Chuck Berry</p> <p>I saw her standing there - The Beatles</p>	<p>Lesson 1 - How can we develop a gymnastics sequence including shapes?</p> <p>Lesson 2 - Which body shape creates an effective balance?</p> <p>Lesson 3 - How can we safely use the apparatus linking our actions?</p> <p>Lesson 4 - How can we demonstrate different shapes when jumping and landing?</p> <p>Lesson 5 - How can we incorporate rolling into our sequence?</p> <p>Lesson 6 - How can we incorporate the apparatus when performing our sequence?</p>	<p>Lesson 1 - What body position should we use when tracking and collecting a rolling ball?</p> <p>Lesson 2 - How can we develop our underarm throwing accuracy and catching position?</p> <p>Lesson 3 - How can we develop our over arm accuracy to limit a batter's score?</p> <p>Lesson 4 - How can we hit a ball effectively to score more points?</p> <p>Lesson 5 - What should we consider when trying to get a batter out?</p> <p>Lesson 6 - How can we make effective decisions in game?</p>	<p>Lesson 1 - Why is Easter important to Christian people?</p> <p>Lesson 2 - What happened in the week before Easter Sunday?</p> <p>Lesson 3 - Who were the disciples and how would they have felt on Good Friday?</p> <p>Lesson 4 - What do Christians celebrate at Easter?</p> <p>Lesson 5 - Why do Christians believe Jesus was so special?</p>	<p>Lesson 1 - Why do we need seeds and bulbs?</p> <p>Lesson 2 - How do seeds differ from one another?</p> <p>Lesson 3 - What environmental conditions do plants need to grow? (Do all plants need the same conditions?)</p> <p>Lesson 4 - How can we care for our own class plant?</p> <p>Lesson 5 - How can we measure and record the growth of a sunflower?</p> <p>Lesson 6 - What will happen if a plant doesn't get water or light?</p> <p>Lesson 7 - How do the lifecycles of plants differ?</p>

Summer 1	Art	DT	Geography	History	ICT	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question	Why would I need different types of pencil to sketch?			Was the moon landing 'a giant leap for mankind'?	Is a computer all an artist needs?	<u>Pop/Musicals</u> How can I tell a friend how special they are in a song?	Team building: What does it mean to be part of a team?	What equipment works best when returning a ball?	How can we care for others and the world, and why does it matter?	Why do living things choose particular habitats?
Lesson Questions	<p>Lesson 1 – What materials can we use to sketch?</p> <p>Lesson 2 – Does it matter what pencil we use?</p> <p>Lesson 3 – How will light affect our sketches?</p>			<p>Lesson 4 – Who was Neil Armstrong and why is he still remembered?</p> <p>Lesson 5 – Why was Neil Armstrong's small step also 'a great leap' forward?</p>	<p>Lesson 1 - How can we use Paint to create a piece of impressionist art?</p> <p>Lesson 2 - How can we use Paint to create a piece of pointillism art?</p> <p>Lesson 3 - How can we use Paint to recreate a piece of Piet Mondrian artwork?</p> <p>Lesson 4 - How can we create art using a repeating pattern in a variety of ways?</p> <p>Lesson 5 - How can we use eCollage to create a piece of surrealist art?</p>	<p>Friendship Song – J. Mangona</p> <p>Count on me – Bruno Mars</p> <p>We go together – from Grease soundtrack</p>	<p>Lesson 1 - Why is working collaboratively important?</p> <p>Lesson 2 - Why is communication essential when working in a team?</p> <p>Lesson 3 - Why is preplanning imperative to solve a challenge?</p> <p>Lesson 4 - How can we support a team member and develop trust?</p> <p>Lesson 5 - How can teamwork benefit all?</p> <p>Lesson 6 - How can the outcome be improved by working effectively together?</p>	<p>Lesson 1 - How can we defend space on court?</p> <p>Lesson 2 - How can we use our hands to accurately return a ball?</p> <p>Lesson 3 - How can we work collaboratively with a partner?</p> <p>Lesson 4 - What racket techniques and positions help us to return a ball?</p> <p>Lesson 5 - What racket techniques and positions help us to return a ball?</p> <p>Lesson 6 - What strategies can we use to defeat an opponent?</p>	<p>Lesson 1 – How is each person unique and important?</p> <p>Lesson 2 – What do Christians believe about caring for people?</p> <p>Lesson 3 – How do Jewish people care for others?</p> <p>Lesson 4 - What is the Golden Rule about helping others?</p> <p>Lesson 5 – What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?</p> <p>Lesson 6 - How can we use our gifts to help others and our world?</p>	<p>Lesson 1 – How do you know if something is living, dead or never alive?</p> <p>Lesson 2 – What is the importance of a food chain for living things?</p> <p>Lesson 3 – What habitats do different animals live in?</p> <p>Lesson 4 – How do different habitats in the UK compare?</p>

Summer 2	Art	DT	Geography	History	ICT	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question	Why would I need different types of pencil to sketch?			Was the moon landing 'a giant leap for mankind'?	How can I give my ideas the 'wow factor'?	<u>Pop/Musicals</u> How can I tell a friend how special they are in a song?		What techniques and shapes does an athlete need to compete effectively?	What can we learn from sacred books?	Why do living things choose particular habitats?
Lesson Questions	Lesson 4 - How will distance affect our sketches? Lesson 5 - How do we soften dark pencil lines?			Lesson 6 - Did the moon landing benefit 'mankind'? Lesson 7 - How has Britain contributed to space exploration? Lesson 8 - How do the voyages of Neil Armstrong and Christopher Columbus compare? Lesson 9 - Are you the kind of person who could become a Mars explorer?	Lesson 1 - How can we present a story in different ways? Lesson 2 - How can we use 2Quiz to create a quiz about a story? Lesson 3 - How can we add information, clipart and a photo to a fact file? Lesson 4 - How can we collect, organize and present data and information in digital content to then create a presentation?	You give a little love - from Bugsy Malone That's what friends are for - Gladys Knight, Stevie Wonder etc You've got a friend in me - Randy Newman		Lesson 1 - How can we develop and improve our sprinting actions? Lesson 2 - What body shape allows us to jump further? Lesson 3 - What body shape allows us to jump higher? Lesson 4 - What is the best technique when throwing for distance? Lesson 5 - What is the best technique when throwing for accuracy? Lesson 6 - How can we apply our knowledge to different athletic activities?	Lesson 1 - What stories are special to us? What is a holy book? Lesson 2 - How are holy books treated? Lesson 3 - What did Jesus teach about God in a story? Lesson 4 - What story is special for Jewish people in the Torah? Lesson 5 - Which story do Muslims tell about the Prophet Muhammad? Lesson 6 - What can be learnt from the story of Jonah? What is special about Jonah?	Lesson 5 - How do different habitats in the wider world compare to one another? Lesson 6 - Where could we create a microhabitat in our local environment and what might choose to live in it? Lesson 7 - Which materials could we use to create a microhabitat in our classroom?