



**Year 2 Long Term Planning Overview**

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big Question	What happened during the Great Fire of London?	What makes London special compared to other places in the UK?	What is a life cycle?	What is it like to visit Mexico?	What does a plant need to grow?	Why was mining so important?
Focus Text	The Tunnel – Anthony Browne		The Tear Thief – Carol Ann Duffy		The Twits – Roald Dahl	
Supporting Texts	Into the Forest – Anthony Browne Gorilla – Anthony Browne Little Red Riding Hood – Traditional Tale		Man on the Moon – John Lewis Advert The Dream Giver – The Literacy Shed BFG – Roald Dahl		George’s Marvellous Medicine – Roald Dahl	
	<b>Non-Fiction</b> Building a Tunnel Old Mother Shipton’s Cave The Channel Tunnel (SharePoint)	<b>Poetry</b> Little Red Riding Hood and the Wolf – Roald Dahl (Revolt Rhymes)	<b>Non-Fiction</b> The Moon: Exploring Space – Epic My Feelings – Epic	<b>Poetry</b> Twinkle, Twinkle, Little Star – Jane Taylor	<b>Poetry</b> On the Ning Nang Nong – Spike Milligan Macbeth: The Witches’ Spell (SharePoint)	
Immersive Environment	London / Remembrance		Mexican Rainforest		Coal Mine	
<b>CORE SUBJECTS</b>						
English (Talk 4 Writing)	<b>Fiction</b> <i>Text:</i> The Baker’s Mistake <i>Story Pattern:</i> Warning <i>Focus:</i> Description <b>Non-Fiction</b> <i>Text:</i> Who Was to Blame for The Great Fire of London? <i>Text Type:</i> Discussion	<b>Fiction</b> <i>Text:</i> Jack and The Beanstalk <i>Story Pattern:</i> Overcoming the Monster <i>Focus:</i> Setting <b>Poetry Week</b> <i>Theme:</i> Refuge	<b>Non-Fiction</b> <i>Text:</i> The Fae <i>Text Type:</i> Information <b>Invention Week</b> <i>Text:</i> Chinese New Year: How is Chinese New Year Celebrated? <i>Text Type:</i> Explanation	<b>Fiction</b> <i>Text:</i> Peter Pan <i>Story Pattern:</i> Fantasy <i>Focus:</i> Character <b>Shakespeare Week</b> <i>Text:</i> Invite to the Capulets’ Masked Ball <i>Text Type:</i> Persuasion	<b>Fiction</b> <i>Text:</i> Meerkat Mail <i>Story Pattern:</i> Journey <i>Focus:</i> Description <b>Non-Fiction</b> <i>Text:</i> Postcards from Sunny <i>Text Type:</i> First Person Recount	<b>Fiction</b> <i>Text:</i> The Story of Pirate Tom <i>Story Pattern:</i> Rags to Riches <i>Focus:</i> Openings & Endings <b>Invention Week</b> <i>Text:</i> Paris 2024 Olympics: How to Make... (French Recipes) <i>Text Type:</i> Instructions
Maths	<b>White Rose Maths</b> <b>Number:</b> Place Value <b>Number:</b> Addition & Subtraction <b>Geometry:</b> Shape  <b>NCETM – Mastering Number</b> Review the composition of the numbers 6 to 9 as ‘5 and a bit’. Compare numbers using the language of comparison and use the symbols < > =. Review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and one even part) and the composition of each of 7 and 9. Consolidate understanding of the numbers 10 and 20 as ‘10 and a bit’. Consolidate understanding of the linear number system to 20 and reason about midpoints.		<b>White Rose Maths</b> <b>Measurement:</b> Money <b>Number:</b> Multiplication and Division <b>Measurement:</b> Length and Height <b>Measurement:</b> Mass, Capacity and Temperature  <b>NCETM – Mastering Number</b> Explore how the numbers 6 to 9 can be doubled using the ‘5 and a bit’ and ‘10 and a bit’ structure. Use doubles to calculate near doubles. Use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10. Use known number bonds within 10 to calculate within 20, working with the 10-boundary. Use knowledge of number bonds of 10 to find three addends that sum to 10. Use knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary. Use understanding of the linear number system to 10 to position multiples of 10 on a 0-100 number line and reason about midpoints.		<b>White Rose Maths</b> <b>Number:</b> Fractions <b>Measurement:</b> Time <b>Statistics</b> <b>Geometry:</b> Position and Direction  <b>NCETM – Mastering Number</b> Continue to explore a range of strategies to subtract across the 10-boundary. Review bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10. Practise previously explored strategies to support reasoning about inequalities and equations. Review doubles and near doubles and transform additions in which two addends are adjacent odd/even numbers into doubles. Consolidate previously taught facts and strategies through continued, varied practice.	



FOUNDATION SUBJECTS						
Science	<p><b>Uses of Everyday Materials (1):</b></p> <p><b>Key Questions:</b> What materials are objects made from? What are their properties? Why are certain objects made from different materials? What is the most suitable material for a drinking straw? How can we change the shape of objects? What happens to the size of objects when we change their shape?</p> <p><b>Key Vocabulary:</b> Bending, Not See-Through, Squashing, See-Through, Stretching, Twisting</p> <p><b>Book Link:</b> Big Picture Book of London</p> <p><b>Scientist and Inventors Link:</b> Alexander Parkes</p>	<p><b>Uses of Everyday Materials (2):</b></p> <p><b>Key Questions:</b> What materials are most suitable?</p> <p><b>Key Vocabulary:</b> Fireproof, Layer, Thermal, Uniform</p> <p><b>Book Link:</b> You Wouldn't Want to be in The Great Fire of London</p> <p><b>Scientist and Inventors Link:</b> Jean-Baptiste Joseph Fourier</p>	<p><b>Animals including Humans:</b></p> <p><b>Key Questions:</b> What is a life cycle? What do animals need to survive? How can I live healthily?</p> <p><b>Key Vocabulary:</b> Adult, Chrysalis, Lava, Lifecycle, Live Young, Offspring, Diet, Exercise, Germs, Hygiene, Survival</p> <p><b>Scientist and Inventors Link:</b> Maria Sibylla Merian</p>	<p><b>Taught through DT: Cooking and Nutrition</b></p>	<p><b>Plants:</b></p> <p><b>Key Questions:</b> What does a plant need to grow? What are seeds and bulbs? What happens to a plant if it doesn't get what it needs? What happens when a seed germinates?</p> <p><b>Key Vocabulary:</b> Bulb, Environment, Germination, Grow, Light, Mature, Plant, Oxygen, Seed, Seedling, Soil, Survive, Temperature, Water, Wilt</p> <p><b>Book Link:</b> How Different was the Life of a Victorian Child?</p> <p><b>Scientist and Inventors Link:</b> Beatrix Potter</p>	<p><b>Living Things and their Habitats:</b></p> <p><b>Key Questions:</b> Which things are dead, alive, or never been alive? What is a food chain? What would happen if part of a food chain is removed? What is a habitat? What different habitats do animals and plants live in? What is a micro-habitat?</p> <p><b>Key Vocabulary:</b> Alive, Dead, Desert, Food Chain, Habitat, Micro-Habitat, Never Been Alive, Polar Regions, Rainforest, Woodland</p> <p><b>Book Link:</b> Peter's Railway</p> <p><b>Scientist and Inventors Link:</b> Chris Packham</p>
History	<p><b>The Great Fire of London 1666:</b></p> <p><b>NC Links:</b> <i>Understand events beyond living memory that are significant nationally or globally.</i></p> <p><b>Enquiry Questions:</b> What was Stuart London like? Could anyone have stopped what happened on 2<sup>nd</sup> September 1666? What did people do first? What was it like at the height of the fire? What was left of London? What did the King do to make London better?</p> <p><b>Significant Individuals:</b> Samuel Pepys Sir Christopher Wren</p>		<p><b>Significant Individuals: What was the impact of George Stephenson and Nigel Gresley?</b></p> <p><b>NC Links:</b> <i>Understand events beyond living memory that are significant nationally or globally.</i></p> <p><b>Enquiry Questions:</b> Who was George Stephenson? What did George Stephenson do? Why was Stephenson's Rocket successful? What was the impact of the work of George Stephenson? Who was Nigel Gresley and what did he do? Whose work was more significant: Stephenson or Gresley?</p> <p><b>Key Vocabulary:</b></p>			<p><b>Local Study: Mining – How has mining changed since 1930?</b> The Story of mining in Bassetlaw.</p> <p><b>NC Links:</b> <i>Changes within living times: Identify changes to employment and land in our local area.</i></p> <p><b>Enquiry Questions:</b> How has Worksop changed over time? Where were the mines in Worksop? What was it like to mine in the 1930s? What happened to mining in the 1980s? Was the miners' strike good or bad? How has mining changed over time?</p>



			Doncaster, Industrial Revolution, Rocket, They Flying Scotsman, The Mallard			
Geography		<p><b>London and the UK (British Location):</b> <i>British Geography – Location and Place</i></p> <p><b>Key Questions:</b> How do we give directions? What land and seas does Earth have? What is the United Kingdom? What do we know about the four countries of the United Kingdom? What is London like? What is a landmark? What landmarks does London have? How are parts of London different? What makes London special compared to other places in the UK?</p> <p><b>Key Vocabulary:</b> Attraction, Beach, Capital City, City, Coastline, Compass Points, Continent, Countryside, Desert, Landmark, Mountains, Ocean, Pyramid, Skyscraper, Countryside, Aerial Photograph, Atlas, East, Globe, Key, North, Plan Perspective, South, Symbols, West</p> <p><b>Book Link:</b> Big Picture Book of London</p> <p><b>Significant Individuals:</b> Queen Elizabeth II</p>		<p><b>Mexico (Non-European Location):</b> <i>Global Geography (Non-European Location) – Location and Place</i></p> <p><b>Key Questions:</b> Where do we want to visit in Mexico? What can we see in Mexico? What is it like to visit Mexico?</p> <p><b>Key Vocabulary:</b> Attraction, Beach, Capital City, City, Coastline, Compass Points, Continent, Countryside, Desert, Landmark, Mountains, Ocean, Pyramid, Skyscraper, Countryside, Aerial Photograph, Atlas, East, Globe, Key, North, Plan Perspective, South, Symbols, West</p> <p><b>Book Link:</b> Off We Go to Mexico</p> <p><b>Significant Individuals:</b> Hernan Cortes</p>		
RE	<p><b>Leaders</b> <i>What makes some people inspiring to others? - Moses and Saint Peter</i> Find out about Moses as a great leader of the Jewish people and find out about Saint Peter as a Christian leader.</p> <p>Consider what makes a leader: behaviour, examples of their wisdom and rules for living harmoniously;</p>	<p><b>Believing</b> <i>What do Jewish people believe about God, creation, humanity, and the natural world?</i> Learn some Jewish people's ideas about God and the story of creation.</p> <p>Find out about the importance of Shabbat, a way of belonging, including the link between creation and Shabbat.</p>	<p><b>Story</b> <i>How and why are Jewish and Christian stories important to their religions?</i> Learn the following Jewish and Christian stories: Noah, Abraham and Sarah, Jacob, Joseph, King David and Queen Esther</p> <p>Gain knowledge about Jewish Bible and the importance of the Torah.</p>	<p><b>Believing</b> <i>What do Muslims believe about Allah, creation, prophets and divine decree?</i> Learn how Muslims believe the world was created.</p> <p>Learn about the first prophet, Adam, and the first person to teach the idea that there was only one God, Ibrahim.</p> <p>Consider why Muslims have the</p>	<p><b>Belonging</b> <i>What is it like to belong to the Christian religion in Nottinghamshire and Worksop?</i> Learn about belonging in a family, to a school and in the community.</p> <p>Gain knowledge about ways of belonging in Christianity, e.g. christenings and believers baptisms, Jesus' baptism, the</p>	<p><b>Community</b> <i>How does our local community help others?</i> Learn that Worksop has many schemes in place to help the local community and environment from religious organisation and non-religious organisations.</p> <p>Learn about how the Salvation Army in Worksop helps the community through a visit.</p>



	<p>the difference they have made.</p> <p>Compare Moses and Saint Peter with Barack Obama.</p> <p><b>(Christianity and Judaism, Non-Religion)</b></p> <p><b>Key Concepts and Words:</b> Behaviour, wisdom, Christian, leader, rules, harmoniously</p>	<p>Learn about some ways a Rabbi teaches the community about God.</p> <p><b>(Judaism)</b> <b>Celebrate Christingle</b></p> <p><b>Key Concepts and Words:</b> Religion, Jewish, Judaism, synagogue, symbol, ark, Torah, bimah, Shabbat, creation story, worship, holiness, sacred</p>	<p><b>(Christianity and Judaism)</b> <b>Visit from a person of the church</b></p> <p><b>Key Words and Concepts:</b> Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, bible, courage, persistence, forgiving, Humanist, God, Creator</p>	<p>firm belief that all things, good and bad, takes place by the will of Allah.</p> <p><b>(Islam)</b></p> <p><b>Key Concepts and Words:</b> Islam, Muslim, prophet, God, Ibrahim, creation</p>	<p>Golden Rule (do to others what you would like them to do to you), and belonging to humanity.</p> <p><b>(Christianity)</b></p> <p><b>Key Concepts and Words:</b> Christian, christenings, baptism, Jesus, believer, community, Golden Rule</p>	<p><b>(Christianity - Salvation Army, Non-Religious - Bassetlaw Food Bank, Hope Community Services and National Trust)</b> <b>Visit Salvation Army, Workshop</b></p> <p><b>Key Concepts and Words:</b> Charity, organisations, community spirit, Salvation Army, Christian</p>
PSHE / SRE	<p><b>Feeling and Emotions - Worry / Anger</b> Be able to recognise and name emotions and their physical effects. Know the difference between pleasant and unpleasant emotions. Learn a range of skills for coping with unpleasant / uncomfortable feelings. Understand that feelings can be communicated with and without words.</p> <p><b>Relationships - Bullying / Body Language</b> Be able to name a range of feelings. Understand why we should care about other people's feelings. Be able to see and understand bullying behaviours and know how to cope with these. Understand that feelings can be shown without words. Be able to see a situation from another person's point of view. Understand why it is important to care about other people's feelings.</p> <p><b>Being Responsible - Practice Makes Perfect / Helping Someone in Need</b> Be able to name ways you can improve in an activity or sport and understand the importance of trying hard and not giving up. Be able to see the benefits of practising and activity or sport. Be able to learn ways to set goals and work to reach them. Know how you can help other people. Be able to recognise kind and thoughtful behaviours and actions. Understand the risks of talking to people you don't know very well in the community. Be able to identify the differences between being responsible and irresponsible.</p>	<p><b>Keeping / Staying Safe - Tying Shoelaces</b> Know the reasons to make sure your laces are tied. Learn how to tie laces up properly. Know rules to keep yourself and others safe. Understand the differences between safe and risky choices.</p> <p><b>Keeping / Staying Healthy - Healthy Eating / Brushing Teeth</b> Know that food is needed for our bodies to be healthy and to grow. Understand that some foods are better for good health than others. Be able to list different types of healthy food. Understand how to keep yourself and others healthy. Know the differences between healthy and unhealthy choices. Understand why we need to brush our teeth. Be able to practise brushing your teeth. Be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy.</p> <p><b>Hazard Watch</b> Know what food and drink items are safe and unsafe to eat or drink. Be able to name potential dangers in different environments. Be able to name dangers that can affect others, for example younger siblings.</p>	<p><b>JIGSAW PSHE</b> <b>Summer Term 1: Celebrating Difference</b> I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand that bullying is sometimes about difference. I can recognise what is right and wrong and know how to look after myself. I understand that it is OK to be different from other people and to be friends with them. I can tell you some ways I am different from my friends.</p> <p><b>Summer Term 2: Relationships</b> I can understand the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I can identify some of the things that cause conflict with my friends. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I recognise and appreciate people who can help me in my family, my school, and my community. I can express my appreciation for the people in my special relationships.</p>			
Art & Design	<p><b>Artist Focus:</b> William Kentridge / Frank Auerbach</p> <p><b>Drawing:</b> How can we use charcoal to draw? How can we smudge to change tone? How do artists use different drawing mediums? How are we artists like William Kentridge and Frank Auerbach?</p> <p><b>Key Vocabulary:</b></p>	<p><b>Artist Focus:</b> David Hockney</p> <p><b>Collage:</b> How does folding and crumpling change texture? What is the difference between overlaying and overlapping? Who is David Hockney? How can photographs be used in collage? How do we plan a collage? How can we create a collage that is 3D?</p>	<p><b>Artist Focus:</b> Michael Crompton</p> <p><b>Textiles (Weaving):</b> What is weaving? How can we design a textile? How can we change the colour of wool? How can we weave?</p> <p><b>Key Vocabulary:</b> Loom, Natural Dye, Warp Yarn, Weaving, Weft Yarn</p>	<p><b>Artist Focus:</b> Henri Matisse</p> <p><b>Printing:</b> How does Henri Matisse use shapes, lines, and colours in his art? How can we create repeating patterns using a stencil? How are line and colour different when printing on fabric? How can we take ideas from Henri Matisse to print bunting?</p>	<p><b>Artist Focus:</b> Kazimir Malevich</p> <p><b>Painting:</b> What are secondary colours and how do we mix paint to make them? What are tints and shades how do we mix paint to make them? Which colours are warm, and which are cold? How does Kazimir Malevich use colour in his paintings?</p>	<p><b>Artist Focus:</b> Claude Monet / William Powel Frith</p> <p><b>Painting:</b> How did Claude Monet and William Powell Frith use colour? How do we use oil pastels? How can we use our imagination to show what trains were like in the past?</p> <p><b>Key Vocabulary:</b> Blend, Light, Oil Pastel, Shade,</p>



	<p>Charcoal, Graphite, Outline, Smudging, Thickness</p>	<p>How can we improve a collage that is 3D?</p> <p><b>Key Vocabulary:</b>        3D, cellophane, Fold, Crumple, Overlay, Overlap, Photograph</p>		<p><b>Key Vocabulary:</b>        Block Colour, Diagonal, Fabric, Repeating Pattern, Stencil, Straight, Wavy</p> <p><b>Book Link:</b>        Off We Go to Mexico</p>	<p>How can we take inspiration from Kazimir Malevich to show difference in our paintings?</p> <p><b>Key Vocabulary:</b>        Mix, Primary Colour, Secondary Colour, Shade, Tint, Warm, Cold</p>	<p>Shadow, Smudge, Tint</p>
<p>DT</p>		<p><b>Construction – Free-Standing Structures:</b></p> <p><b>Key Questions:</b>        How do architects create buildings?        What is a net and how can we use them to make a mock-up?        How do we cut materials?        What are joining materials and how are they different?        How do we make a net?        How can we as architects design a free-standing structure?        How can we as architects evaluate a free-standing structure?</p> <p><b>Key Vocabulary:</b>        Architect, Construction, Free-Standing Structure, Joining Materials, Mock-Up, Net, Ruler, Scissors, Stable, Template</p> <p><b>Book Link:</b>        Big Picture Book of London</p> <p><b>Significant Individuals:</b>        Sir Christopher Wren</p>		<p><b>Textiles – Bunting:</b></p> <p><b>Key Questions:</b>        What is a lining and how do we join it to a fabric?        What is a template and how do we use them?        How can we use overstretch to join fabrics?        How can we create Mexican-inspired bunting and evaluate this?</p> <p><b>Key Vocabulary:</b>        Designer, Fabric, Join, Lining, Overstretch, Pins, Template</p> <p><b>Cooking and Nutrition – Mexican Food Tasting:</b></p> <p><b>Key Questions:</b>        What foods are grown, farmed and caught from the sea?        What does a meal need to be healthy?        How are fruits and vegetables different and how do we prepare them?        What ingredients are grown and eaten in Mexico?        How can we prepare Mexican ingredients to make salsa and guacamole?</p> <p><b>Key Vocabulary:</b>        Caught, Chop, Disinfect, Farmed, Farmer, Grater, Healthy, Measure, Measuring Spoon, Peel, Portion, Skin, Varied Diet</p> <p><b>Book Link:</b>        Off We Go to Mexico</p>		



<p><b>Music</b></p>	<p><b>Music Focus:</b> Learn the three main strokes of the djembe. Hold a djembe with the correct posture. Group beats into bars while counting. Play call and response music. Create rhythms using word association. Begin to read rhythms from musical symbols. Hold a ukulele in the correct way. Be able to play an open string in time to a beat. Be able to push down a string on ukulele to make notes. Move between open strings and fretted notes.</p>		<p><b>Music Focus:</b> Read rhythm notation. Recall which symbols mean which notes. Associate names to the different notes. Perform rhythms with others. Introduce rests into rhythm work. Use different strokes for the djembe. Write rhythms using standard notation. Learn to play simple ukulele chords. Begin to strum different rhythms.</p>		<p><b>Music Focus:</b> Begin to play in simple parts. Play a mixture of simple melodies on a ukulele. Begin to understand tablature. Begin to learn chords on different instruments) guitar, bass guitar, keyboard, ukulele). Play a variety of songs (starting with two chords and building up to four chord loops). Begin to develop Masters of Music Skills on different instruments.</p>	
<p><b>Computing</b></p>	<p><b>Computing Networks and Systems</b> <i>Information Technology Around Us</i> Recognise the uses and features of information technology. Identify the uses of information technology in the school. Identify information technology beyond school. Explain how information technology helps us. Explain how to use information technology safely. Recognise that choices are made when using information technology.</p>	<p><b>Creating Media</b> <i>Digital Photography</i> Use a digital device to take a photograph. Make choices when taking a photograph. Describe what makes a good photograph. Decide how photograms can be improved. Use tools to change an image. Recognise that photographs can be changed.</p>	<p><b>Programming</b> <i>Robot Algorithms</i> Describe a series of instructions as a sequence. Explain what happens when we change the order of instructions. Use logical reasoning to predict the outcome of a program. Explain that programming projects can have code and artwork. Design an algorithm. Create and debug a program that has been written.</p>	<p><b>Data Information</b> <i>Pictograms</i> Recognise that we can count and compare objects using tally charts. Recognise that objects can be represented as pictures. Create a pictogram. Select objects by attribute and make comparisons. Recognise that people can be described by attributes. Explain that we can present information using a computer.</p>	<p><b>Creating Media</b> <i>Making Music</i> Describe how music makes us feel. Identify that there are patterns in music. Experiment with sound using a computer. Use a computer to create a musical pattern. Create music for a purpose. Review and refine the work created on a computer.</p>	<p><b>Programming</b> <i>Programming Quizzes</i> Explain that a sequence of commands has a start. Explain that a sequence of commands has an outcome. Create a program using a given design. Change a given design. Create a program using my own design. Decide how a project can be improved.</p>
<p><b>French</b></p>	<p><b>Teaching Unit:</b> Fruits <b>New Vocabulary:</b> Review greetings and appropriate responses Ten fruit names (indef. article) Cognates and faux amis J'aime... + nouns Likes and dislikes. Early question forms <b>All activities are primarily oral and aural. Written forms are shown and referred to.</b> <b>Links to Previous Learning:</b> Colour vocabulary Recall early numbers. Some links with fruits to ice cream flavours (Y1) <b>Grammar:</b> Nouns / Gender Articles / Determiners Indefinite article and plural form J'aime... / Je n'aime pas... Question form with Est - ce que <b>Cultural Focus / Stories and Songs:</b> Luc and Sophie Pop le Dinosaur La Chenille qui Fait de Trou</p>		<p><b>Teaching Unit:</b> Vegetables <b>New Vocabulary:</b> 10 vegetables (spelling visited) Je voudrais... Un kilo Un demi kilo Role play (at the market) <b>Links to Previous Learning:</b> Nouns - determiners Singular / plural (pronunciation) Hello / Please / Thank you. <b>Grammar:</b> Silent letters Les (changes to the article in plural) <b>Cultural Focus / Stories and Songs:</b> Norms of conversation - for role play / turn taking Knowledge of language Intercultural understanding</p>		<p><b>Teaching Unit:</b> Weather <b>New Vocabulary:</b> 8 expressions to describe the weather. Locations in France: N, S, E, W Vocabulary for a weather forecast <b>Links to Previous Learning:</b> Previously learnt phrases: cognates useful for weather from initial classroom conversations, e.g., J'ai chaud... <b>Grammar:</b> Il y a + noun Il fait + adjective Third person verbs <b>Cultural Focus / Stories and Songs:</b> Intercultural understanding Weather forecasts Climate in France and Francophone countries</p>	
<p><b>PE</b></p>	<p><b>Dance:</b> To use change in levels, direction and speed when travelling. To choose actions that use the whole</p>	<p><b>Invasion Games:</b> To know that invasion games are based on attack versus defence with an objective of scoring.</p>	<p><b>Net and Wall:</b> To use the underarm swing to hit a ball. To hit a ball with control.</p>	<p><b>Health and Fitness:</b> To know not to run too quickly when they start so they can run for longer. To watch the rope coming as it goes over their head and</p>	<p><b>Athletics:</b> To know that we run as tall as possible. To listen to verbal cues to tell when a race is starting.</p>	<p><b>Striking and Fielding:</b> To hit a bouncing ball. To examine moving their feet to help hit a ball.</p>



	<p>body, including arms, legs, or head. To perform paired movements with mirroring and matching. To use dynamics to express the scene, e.g., skipping excitedly, spinning slowly. To link balances and pathways to create a sequence. To keep in time with a partner.</p>	<p>To use different body movements to beat, or get past, an opponent. To be able to pass and receive to and from a teammate. To understand that taking the ball / standing in different places can free up space for themselves / their teammates to use. To begin to understand how to delay and jockey an attacking opponent.</p>	<p>To examine how to return a moving ball. To hit a ball into a target area. To examine how to move around a court. To begin to develop a rally.</p>	<p>jump just before it gets to them. To use the 'jump, bend, jump, bend' rhythm, and turn first, then jump. To bend down low to push off quickly when changing direction. To explore exercises for strengths using own body weight, e.g., lunges, out and in. To keep their head up.</p>	<p>To develop jumping with control and combination. To develop different techniques for throwing and distance. To examine different take offs and landings when jumping for distance. To use bodies and a variety of equipment with greater control and coordination. To develop confidence in discussing performance.</p>	<p>To begin to bowl a ball to a batter. To begin to examine how to stop a moving ball. To understand the importance of being ready to receive a ball. To be able to play small games.</p>
<b>WIDER OPPORTUNITIES</b>						
<b>SMSC / British Values</b>	<p>Election Day! – Voting for Team Champions School Council Elections Harvest Festival Black History Month World Space Week</p>	<p>Bonfire Night Remembrance Anti-Bullying Week Diwali Inter-Faith Week Road Safety Week Odd Socks Day Children in Need Christingle Hanukkah Christmas</p>	<p>New Year World Religion Day Chinese New Year LGBT+ History Month Children’s Mental Health Week Safer Internet Day Valentine’s Day</p>	<p>Pancake Day Lent World Book Day British Science Week Red Nose Day Comic Relief Ramadan Easter</p>	<p>Local and Community History Month Mental Health Awareness Week World Bee Day</p>	<p>Pride Month World Environment Day Healthy Eating Week Water Safety Week World Refugee Day Sports Day Transition Month</p>
<b>Transition</b>	Focus Text: Almost Anything - Sophy Henn. Getting to Know You Week – Autumn Term 1 – Week 1					
<b>Linked Trips</b>	<p>The Great Fire of London: Partake Theatre Company – History Link</p>		<p>Sherwood Forest Railway – History Link</p>			<p>Coal Mining Museum – History Link</p>