

Sileby Redlands Community Primary

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 2 | <p><u>Everywhere around us</u> English – Instructions – creating class rules Report writing- for a place in Sileby encourage people. Narrative – Katie Morag</p> <p>Maths – Place value and counting. Addition and subtraction</p> <p>Science –</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Observing closely using simple equipment. Performing simple tests. Identifying and classifying. Using their own observations to suggest answers to questions. | <p><u>Out of this world</u> To include World War 1 Focus English – Instructions (making rockets 1 week) Reports – create a non chronological report on Neil Armstrong and the moon landing. Man on the moon - Narrative (talk 4 writing) Acrostic poems - fireworks</p> <p>Maths – Multiplication and division Position and direction Multiplication and division Fractions Time Addition and subtraction (money)</p> <p>Science –</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Observing closely using simple equipment. | <p><u>Towers, Tunnels and Turrets</u> English – Jack and beanstalk – fairy tales (talk 4 writing) Explanations – What happened to the bean – bean diary. Fairy tales – story based on a castle</p> <p>Maths – Geometry: Properties of Shapes Statistics Multiplication and division Fractions Mass Volume and Capacity Addition and Subtraction Number and Place Value Addition and Subtraction money</p> <p>Science –</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Observing closely using simple equipment. Performing simple tests. Identifying and classifying. | <p><u>Land Ahoy</u> English – Stories as a theme, traditional stories with a twist, classic poetry. Recount letters and reports. Explanations (life cycles) Maths – Addition and Subtraction Geometry: Position and Direction Statistics Multiplication and division Fractions Measurement: Including temperature Measurement: Time</p> <p>Science –</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Observing closely using simple equipment. Performing simple tests. Identifying and classifying. Using their own observations to suggest answers to questions. Gathering and recording data to help in answering questions <p>Identify and compare the suitability of a variety of every day materials.</p> | | |

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| | <ul style="list-style-type: none"> Gathering and recording data to help in answering questions <p>Healthy eating- what animal/humans need to grow and be healthy. -Eat well plate</p> <p>PE – Invasion games –Football Fundamental movement (balance)</p> <p>DT – <u>Healthy eating – What do we need to keep us healthy? On the trip around Sileby, buy some fruit create a fruit salad and talk about eatwell plate.</u> <u>Possible visit to a farm or farm visit</u></p> <ul style="list-style-type: none"> Use the basic principles of a healthy and varied prepare dishes. Understand where food comes from <p>Computing – Downloading Photographs and Images, recording games using Ipads.</p> <p>History <u>What has happened near us?</u> <u>Look at photos of old Sileby and then go out and try to take photos of what it looks like now.</u></p> <p><u>Discuss the events which have happened in our local area, Leicester City winning the premiership and talk about Richard.</u> Significant historical events, people and places in their own locality.</p> <p>Geography <u>Look around the areas of Sileby and link to our local area. Draw maps and take tallies of things we have around.</u></p> | <ul style="list-style-type: none"> Performing simple tests. Identifying and classifying. Using their own observations to suggest answers to questions. Gathering and recording data to help in answering questions <p>Materials look at- testing materials for a space suit. Identify and compare the suitability of a variety of everyday materials. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Children will be given different materials to try and change the noise, make a noise quieter. Test the different materials but keep the noise the same all of the time. Make a range of different sounds from a long way away – the children will have to try and see what makes the most noise. Perform simple tests Gather and record data to help in answering questions. Use observations and ideas to suggest answers to questions.</p> <p>PE – Net/ Wall games (tennis)</p> <p>Invasion games - Basketball</p> <p>DT – <u>Follow instructions to build a rocket</u></p> | <ul style="list-style-type: none"> Using their own observations to suggest answers to questions. Gathering and recording data to help in answering questions <p><u>Plant own seeds and link in with Jack and the beanstalk.</u> Observe and describe how seeds and bulbs mature into plants. Find out and describe how plants need water, light and suitable temperature to grow and stay healthy. Explore things that are living, dead or never been alive. Identify plants and their habitats.</p> <p><u>Investigate and design castles</u> Identify and compare suitable materials Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>PE – Fundamental movement (coordination)</p> <p>Invasion games (tag rugby)</p> <p>Creative movement (dance)</p> <p>Creative movement (gymnastics)</p> <p>DT – <u>Create your own castle with a moving drawbridge</u></p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and others based on a design criteria. Generate, develop, model and communicate their ideas through | <p>Find out how shapes of solid objects made from some materials can be changed. <u>Lifecycle of a butterfly</u> Identify that most living things live in habitats to which they are suited. Identify animals and their habitats. <u>Designing own animals and royal family for own island</u> Describe how animals obtain food, including food chains. Notice that animal have offspring that turn into adults. Find out and describe the basic needs of animals and humans to survive.</p> <p>PE – Fundamental movement (agility)</p> <p>Striking and fielding (rounders)</p> <p>Athletics (running, jumping and throwing)</p> <p>Striking and fielding (cricket)</p> <p>DT – Explore and use mechanisms in their products. Select from a range of tools and equipment to perform practical tasks. Build structures, exploring how they can be made stronger, stiffer and more stable. Evaluate their ideas and products against design criteria.</p> <p>Computing – Follow simple programmes to locate treasure</p> <p>History <u>Children to create their own monarchy for their island and create fact files.</u></p> <ul style="list-style-type: none"> Learn about how the lives of significant individuals in the past who have contributed to national and international achievements. <p>Geography <u>Children to design their own island and think about where the island will be, how will people get to their island, what will the weather be like on their island.</u></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use World maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at key stage. Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features – devise maps. Use fieldwork and observational skills to study geography of school and the key physical features of its surrounding environment.</p> |
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| <p>Use simple fieldwork and observational skills to study the geography of school and features of the surrounding environment.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use aerial photographs and recognize landmarks including basic human and physical features.</p> <p>To follow and construct maps and use simple keys.</p> <p>Ge1/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Art – Use resources creatively- isle of the sky- Katie Morag.</p> <p>Citizenship / Britishness - SMSC – Be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values. Recognise the difference between right and wrong and to readily apply this understanding in their own lives. Understanding of the consequences of their behaviour and actions Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. (Class charter)</p> <p>Geography</p> <p>Citizenship / Britishness –</p> | <p>Computing – Algorithms and programming History/Geography ww1 - Hi1/1.2 events beyond living memory that are significant nationally or globally – create remembrance day posters and poems. Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Look at Neil Armstrong and find the difference between football clubs today and then. Create fact files on Neil Armstrong Learning about Astronauts and rockets Identify the lives and achievements pf Neil Armstrong and Tim Peakes.</p> <ul style="list-style-type: none"> - Events beyond living memory - Achievements of significant individuals - <p>Art – Create own poppy concertina cards, suing different medium on each side.</p> <ul style="list-style-type: none"> - Develop a wide range of art and design techniques in using colour, pattern and texture. - To use a range of materials creatively to design and make products. <p>Create firework art using a range of medium</p> <ul style="list-style-type: none"> - Develop a wide range of art and design techniques in using colour, pattern and texture. | <p>talking, drawing, templates, mock ups.</p> <ul style="list-style-type: none"> - Select a range of tools to perform practical tasks. - Select and range of materials and components. - Explore and evaluate a range of existing products. - Evaluate ideas against a design criteria. - Make structures stronger. - Explore mechanisms. <p>Bean planting</p> <ul style="list-style-type: none"> - To understand where food comes from. <p>Computing – Recording mini beasts. Create algorithms.</p> <p>History Introduce the royal family and look at the family tree</p> <ul style="list-style-type: none"> - Understanding the lives of significant individuals. - Learning about changes within living history <p>Geography Art – <u>Children to sketch potraits of kings and queens from trip to warwick castle. Show the children a range of skills including cross hatching. Children to create work in the style of Andy Warhol.</u> -Develop a wide range of art and design techniques. -Use a range of materials creatively to design and make products. - To learn about a range of artists.</p> <p>Citizenship / Britishness – I can explain why Britain has a special history by naming some key events and people SMSC –</p> | <p>Use simple compass directions and locational language.</p> <p>Art – 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.</p> <p>Citizenship / Britishness - I can name the capital cities of England, Wales, Scotland and Ireland.</p> <p>I can find where I live on a map of the United Kingdom.</p> <p>I can explain what is meant by a parliament</p> <p>SMSC – Enable students to distinguish right from wrong and to respect the civil and criminal law of England. Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. To further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures</p> <p>Music – Children to create their own pirate songs and sea shanties. Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> |
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| | <p>I can explain why Britain has a special history by naming some key events and people</p> <p>SMSC- Create class rules and class charter. Create a class slogan. Rules and expectations.</p> | <p><u>Citizenship / Britishness -</u> Children to learn about the involvement of Britain in the war. Demonstrate understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.</p> <p>SMSC – understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others (WW1) Understand, accept, respect and celebrate diversity (Walter Tull becoming the first black officer in the marines)</p> <p>Music – <u>songs for nativity.</u> Making different music with different instruments. Experiment with, create and combine sounds. Use voices expressively by singing songs and speaking chants. To play tuned and untuned instruments.</p> <p><u>History</u></p> | <ul style="list-style-type: none"> •Enable students to develop their self-knowledge, self-esteem and self-confidence •encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely – taking care of mini beasts. <p>Music – <u>Listen to a piece of music played in castles in olden times. Talk about when it was used and why it was used- children choose instruments to recreate the sounds and then create their own musical piece for a jester to dance to .</u></p> <ul style="list-style-type: none"> - to listen with concentration to recorded music -Play tuned and untuned instruments musically. - Experiment with and combine sounds. | |
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