

| Term 2               |  |   |  |   |   |  |                 |
|----------------------|--|---|--|---|---|--|-----------------|
| Subjects             | Week 1<br>30/10  | Week 2<br>06/11<br>FOREST SCHOOL  | Week 3<br>13/11  | Week 4<br>20/11   | Week 5<br>27/11<br>PARENTS'<br>EVENING  | Week 6<br>04/12<br>CHURCH VISIT<br>NATIVITY?   | Week 7<br>11/12 |
| English              | Flat Stanley   |   |  | Pudding Lane  |   | Excitable Edgar  |                 |
| Writing Skills       | Make predictions<br><br>Use apostrophes<br><br>Plan a letter   | Write a letter<br><br>Write a postcard<br><br>Edit and improve<br><br>Use expanded noun phrases   | Understand how information text is organised<br><br>Draft an information page<br><br>Re-draft an information page  | Use commas<br><br>Use prepositions<br><br>Setting description – adjectives/verbs<br><br>Powerful synonyms<br><br>Plan a description   | Sequence events<br><br>Conjunctions<br><br>Diary entry/Recount<br><br>Edit and improve  | Character description<br><br>Plan the beginning of a story<br><br>Build up and climax<br><br>Write the end of a narrative<br><br>Use the conjunction 'an'd to join clauses |                 |
| Phonics/<br>Spelling | Revisit alternative spellings of phonemes: /ch/ (as in picture), /ch/ (as in catch), /j/ (as in fudge), /m/ (as in lamb), /n/ (as in gnat), /n/ (as in knit), /r/ (as in wrap) | Revisit alternative spellings of phonemes: /s/ (as in listen, house, /z/ (as in please), /u/ (as in some), /ee/ (as in happy), /i/ (as in donkey), /ear/ (as in here, beer) | Revisit alternative spellings of phonemes: /ar/ (as in father, half), /air/ (as in there, pear, bare), /or/ (as in all, four, caught), /ur/ (as in learn, word), /oo/ (as in could, put) | Revisit alternative spellings of phonemes: /ai/ (as in day, came), /ee/ (as in sea, these, happy, chief, key), /igh/ (as in pie, by, like), /oa/ (as in toe, bone), /i(y)oo/ (as in cue, tune, stew | Revisit alternative spellings of phonemes: /oo/ (as in clue), /oo/ (as in June), /oo/ (as in blew), /sh/ (as in special), /sh/ (as in station), /sh/ (as in sugar), /sh/ (as in chef) | Assessment and review of all alternative spellings of phonemes.<br>Assessment and review of all common exception words   |                 |
| Reading              | The Gun Powder Plot  | Remembrance Day   | Famous Artists   | Traditional Tales from Around the World   | Looking After Ourselves   | Christmas  |                 |

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| <p>Maths</p> <p>Addition and subtraction (10s and ones)</p> <p>Multiplication (Two times table)</p> | <p>Pupils add two numbers that bridge through 10</p> <p>Pupils subtract two numbers that bridge through 10</p> <p>Comparing numbers</p> | <p>Calculating the difference between numbers to 20</p> <p>Statistics – finding difference between pictograms and bar charts</p> <p>Demonstrate fluency of addition and subtraction</p> | <p>Add and subtract one from 2-digit numbers</p> <p>Add and subtract single digits to 2-digit numbers</p> <p>Use number bonds to add/subtract single digits</p> | <p>Use bridging to add/subtract single digits</p> <p>Find ten more or less than a 2-digit number</p> <p>Using number facts to solve +/- tens</p> | <p>Partitioning 2-digit numbers in different ways</p> <p>Understand equal grouping</p> <p>Representing equal groups as repeated addition and multiplication</p> <p>Understand the multiplication expression</p> | <p>Understand terms 'factor' and 'product'</p> <p>Represent and use two times table</p> <p>Understand multiplication is commutative</p> |  |
| <p>RE</p> <p>The Mystery of God</p>   | <p>SAINTS DAY</p> <p>BLACK HISTORY</p>  | <p>God is with Us</p>   | <p>The Mystery of the Trinity</p>   | <p>Advent</p>  | <p>Mystery of the Incarnation</p>   | <p>The Wise Men</p>   | <p>FAMILY AND COMMUNITY</p>              |
| <p>Science</p> <p>Animals including humans (diet and health)</p>                                    | <p>IN SERVICE DAY</p>   | <p>Find out and describe basic needs of animals, including humans, for survival</p>   | <p>Discuss the importance of exercise, a healthy diet and hygiene</p>   | <p>Learn the importance of nutrition for humans</p>  | <p>Know how to keep healthy through daily exercise</p>  | <p>Know how to keep healthy through diet</p>  |  |
| <p>History</p>  | <p>How do we know about the GFOL? – Diary/Samuel Pepys</p>  | <p>FOREST SCHOOL</p>  | <p>How do we know about the GFOL? – Artwork</p>   | <p>How London changed after the GFOL</p>   | <p>How London changed after the GFOL</p>  | <p>ANSWER BIG QUESTION - FIRE: FRIEND OR FOE?</p>   |  |
| <p>PSHE</p> <p>Celebrating Difference</p>   | <p>Start to understand that sometimes people make assumptions about boys and girls (stereotypes)</p>                                    | <p>Start to understand that sometimes people make assumptions about boys and girls (stereotypes)</p>  | <p>Understand that bullying is sometimes about difference</p>   | <p>Recognise what is right and wrong and know how to look after myself</p>   | <p>Understand that it is OK to be different from other people and to be friends with them</p>   | <p>Share some ways I am different from my friends</p>   |  |
| <p>D&amp;T</p> <p>Moving Pictures – Traditional Tales (PPA)</p>                                     | <p>Explore and evaluate a range of existing products in the context of exploring existing moving books.</p>                             | <p>Explore and use mechanisms (for example <b>sliders</b>), in their products in the context of using a <b>slider</b> to</p>  | <p>Explore and use mechanisms (for example <b>levers</b>) in their products in the context of using a <b>lever</b> to</p>                                       | <p>Explore and use mechanisms (for example levers), in their products in the context of using a <b>lever</b> to</p>                              | <p>Design purposeful, functional and appealing products for themselves and other users based on design criteria in the context of</p>   | <p>Explore and use mechanisms (for example levers, sliders, wheels and axles) in their products in the</p>                              | <p>NO PPA</p> <p>END OF TERM AT 1:30</p> |

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|  |                                 | make a picture move.                    | make a picture move                        | make a picture move.   | designing an appealing moving picture.                  | context of making a moving picture.<br><br>Evaluate their ideas against a success criteria. |   |
| PE<br><br>Dance<br><br>Attack Defend Shoot<br>(Signature Sports) | IN SERVICE DAY                  | Use penguin images to inspire our dance | Show feelings of abandonment through dance | Create movements that show friendship between two characters | Create a solo dance with changes of direction and speed | Match movements to music  | Choose a formation for our dance and explain our choice |
| Music  | NATIVITY SONGS!                 |   |  |  |   |   |   |
| Comuputing<br><br>Creating Media – Digital Photography           | Taking Photographs              | Landscape or portrait?                  | What makes a good photograph?              | Lighting   | Effects   | Is it real?   |   |
| CST<br><br>Family and Community                                  |                                 |   |  |  |   |   | FAMILY AND COMMUNITY                                    |
| Building the Kingdom   | SAINTS DAY<br><br>BLACK HISTORY |   |  |  |   | ANSWER BIG QUESTION - FIRE: FRIEND OR FOE?  |   |