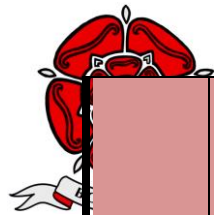
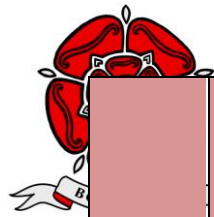




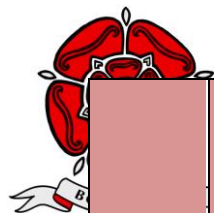
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Gun Powder Plot	South Africa	Lovely Lancaster	Dinosaur Hunters	Survival	Our Planet
Hook	The Gun Powder Plot	Nelson Mandela	Sir Richard Owen	Dinosaurs	The Titanic	Humans, Animals, Lifestyle and Survival
Author of the Half Term	Julia Donaldson	Nelson Mandela Themed Literature	Mary Norton	Ian Whybrow Harry and the Bucket Full of Dinosaurs	Titanic fiction/nonfiction themed books	Traditional Tales with a Twist
Class Readers	Resistant Texts: The Gun Powder Plot - Gillian Clements	Archaic Text: The Night Before Christmas	Complexity of Plot The Burrows	Complexity of plot/symbol: Dinosaurs and All That Rubbish by Michael Foreman	Complexity of the narrator: The lost Book of Adventure from the notebooks of the Unknown Adventurer by Teddy Keen	Complexity of the narrator: The Wolf Story: What Really happened to Red Riding Hood Toby Forward The Three Little Wolves and the Big Bad Pig Eugene Trivizas The True Story of the Three Little Pigs John Scieska
Values	Generosity	Friendship	Wisdom	Freedom	Respect	Family
Predictable Interest	A new school year Harvest - What is Harvest (Class Poem)	Bonfire Night Christmas Remembrance Day Halloween	Valentine's Day Chinese New Year Winter Pancake Day Lancaster Singing Festival	Easter Mother's Day Spring World Book Day Red Nose Day	Sports Day Earth Day	Father's Day Summer Fair Transition Period Choral Speaking Eid



<p>Topic</p>	<p>Art</p>	<p>Artist: Explore various artists work on observational leaf drawing: Leaves Art UK</p> <p>Drawing/Colour (Guy Fawkes): Create a piece of Gun Powder Plot themed art, using a range of drawing media and colours.</p> <p>Drawing/Colour (observational drawing): Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal. Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination. These might include figurative, still life and landscape.</p> <p>Can I draw carefully in line from observation, recording shapes and positioning marks/features with some care? Can I make quick line and shape drawings from observation adding light/dark/tone, colour and features? Can I use line to represent objects seen, remembered or imagined working spontaneously and expressively?</p>	<p>Artist: Pablo Picasso - colourful abstract Colour: Continue to Mix colours experientially, understanding relationships of primary and secondary colours and apply colour mixing skills to a project - producing a seasonal image of the four seasons. Explore painting on different surfaces such as fabric and different scales. Use new colour mixing knowledge and transfer it to other media, e.g. soft pastel.</p> <p>Decorations Week (using Art skills acquired in Autumn) card, calendar, reindeer, Santa, trees, snow globes.</p> <p>Can I mix and apply colour for purposes to represent real life, ideas and convey mood Can I use tone to represent things I see? Can I layer paint to show different services? Can I cut threads and fibres, stitch, sew together and surface decorate using adhesive and bead or buttons?</p>	<p>Artist: Henri Matisse - collages Collage and craft: Create a landmark of Lancaster using fabric collaging techniques, overlaying, rolling, twisting and folding.</p> <p>Can I select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea? Can I select with thought, different materials from the teachers resources, considering content, shape, surface and texture? Can I sort and use according to specific qualities, e.g. warm, cold, shiny, smooth Can I engage in more complex activities, e.g. control surface decoration of materials with clear intentions? Can I collect, deconstruct, discuss and use fabrics and cloth to reassemble new work?</p>	<p>Artist: Nick Mackman Home - Nick Mackman Animal Sculpture (nickmackmansculpture.co.uk) Sculpture/Digital Media: Explore how 2D can become 3D by designing a dinosaur in 2D and joining the shapes. Using the design from our 2D to 3D model, we will create a 3D dinosaur using clay modelling techniques: score, slip, stick and smooth.</p> <p>Create a 3D dinosaur scene for our models (homework project) using drawn, collaged and printed elements as surface decoration.</p> <p>Use digital media to create recordings of models and upload to Showbie.</p> <p>Can I model with materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features? Can I handle and manipulates rigid and malleable materials such as clay? Can I feel, recognise and control surface experimenting with basic tools on rigid / pliable materials?</p>	<p>Printmaking: Explore drawing and printing to create an image of The Titanic, using carbon paper adding colour with oil pastels.</p> <p>Can I carbon print by marking onto an ink block, or drawing onto the back of paper on an inked block? Can I control the pressure to improve the quality of the image? Can I control placement of the image to give a clear print?</p>
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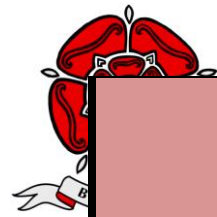
DT		<p>Christmas Card - Make a pop up mechanism - pivot slider.</p> <p>Can I use models, pictures and words to describe my designs? Can I select appropriate tools, techniques and materials & explain my choices? Can I suggest things I could do better in the future?</p>		<p>STEM Fortnight - Design, make and evaluate a product based on STEM team brief.</p> <p>Design, make and evaluate a puppet using textiles skills.</p> <p>Create simple dinosaur templates prior to beginning sewing.</p> <p>Can I generate ideas and plan what to do next, based on my experience of working with materials and components? Can I use models, pictures and words to describe my designs? Can I select appropriate tools, techniques and materials & explain my choices? Can I use tools and assemble, join and combine materials and components in a variety of ways? Can I recognise what I have done well as my work progresses? Can I suggest things I could do better in the future?</p>		<p>Design a healthy meal for a character from a traditional tale.</p> <p>Food preparation skills - Learn to cut, grate chop, mix and weigh ingredients to make a soup.</p> <p>Can I cut, peel, grate & chop a range of ingredients? Can I measure and weigh food items (non-standard measures) eg spoons, cups etc)? Can I select appropriate tools, techniques and materials & explain my choices?</p>
	History	<p>Events beyond living memory that are significant nationally or globally: Researching the story of the Gunpowder Plot and looking at the life of Guy Fawkes.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements: Nelson Mandela</p>	<p>History: Significant historical events, people and places in their own locality: Lancaster Then and Now. Study Sir Richard Owen and his influence on Lancaster and his role in the creation of the word 'Dinosauria'.</p>	<p>Events beyond living memory that are significant nationally or globally Titanic the Unsinkable Ship</p>	
	Geography	<p>Hot/cold places linked to Harvest Naming and Locating the 7 continents and the 5 oceans. Looking at hot and cold places around the world.</p>	<p>Study - A town in South Africa: Study the features of Lancaster and compare non-European country - South Africa - Mvezo.</p>	<p>Lovely Lancaster Fieldwork Lancaster Learning Walk - using maps to find local landmarks of historical significance and areas linked to Sir Richard Owen. Looking at ariel maps of Lancaster and Morecambe and of Bowerham School and the surround area.</p>	<p>Comparison project between two countries - small area of the UK and a small area in a contrasting non-European country.</p>	
	Outcomes	Harvest Assembly	Christmas Nativity performance	Lovely Lancaster Display	STEM fortnight product (puppets)	Scout leader (Survival Skills) - Victoria Chatburn RSE Week



	Enrichment	<p>Gun Powder Plot Workshop (Past Productions)</p> <p>Virtual Gunpowder Plot</p>	<p>Pantomime Trip</p> <p>Christmas</p>	<p>Learning Walk around Lancaster (linked to Sir Richard Owen)</p> <p>Natural History Museum - video walkthrough</p>	<p>STEM Fortnight</p> <p>Visitor - Uwais Essa - RE - Islam - demonstrating the call to prayer and Muslim prayer.</p> <p>Dinosaur Scene Art Project - Homework</p> <p>Titanic Virtual Tour</p> <p>Dinosaur Day (tbc)</p>	<p>Sports day - The children are given the opportunity to compete individually and as part of a team in a supportive environment</p> <p>Visitor - Ian Knowles - Titanic expert</p> <p>Survival Day - fire building, shelters, morse code, first aid, survival tin plan, compass skills.</p> <p>Fire Service Visit (tbc)</p>	<p>Fire Service visit (safety skills)</p> <p>Blackpool Zoo Trip</p>
Science	Seasonal Changes	<p>Plants observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Observe how plants grow, Introduce the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants. Observe and record plants in a comparative test.</p>	<p>Plants Comparing seeds and bulbs and their features. Plant life cycle. Planting bulbs and seeds and observing their growth over time.</p>	<p>Use of everyday materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p style="text-align: center;">STEM Fortnight</p>		<p>Living things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Animals, including humans (survival, health and growth) Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	
		PE	<p>Games: Piggy in the middle</p> <p>Dance Activities - Moving Along</p>	<p>OOA - The Great Outdoors</p> <p>Dance Activities</p>	<p>Gymnastics activities</p> <p>Throwing and catching</p>	<p>Games - Striking and Fielding</p> <p>Athletics</p>	<p>Games - Net/Wall</p>
PHSEE	<p>Living in the Wider World: Keeping/ staying safe Keeping/ staying healthy Relationships</p>		<p>Relationships: Being responsible Feeling and emotions Computer safety</p>		<p>Health and Well Being: Our world Hazard watch Fire safety</p>		



	Christianity (God)	Christianity (Jesus)	Hindu dharma	Islam	Christianity (Church)	Judaism
RE	Key Question: Does how we treat the world matter? Coverage: Creation Care for the planet Harvest	Key Question: Why do Christians say that Jesus is 'the light of the world'? Coverage: Jesus as the light of the world Symbolism of light Advent and Christmas celebrations	Key Question: How might people express their devotion? Coverage: Devotion Worship in the home and temple	Key Question: Why do Muslims believe it is important to obey God? Coverage: Submission and gratitude prayer	Key Question: What unites the Christian community? Coverage: Worship The church Use of symbols	Key Question: What aspects of life really matter? Coverage: Moses 10 Commandments The Sabbath
Computing	Digital Art Use lines and fill tools to create interesting patterns Add a variety of shapes (outline and fill) and label them with text	Introduction to Animation Add a background and object to a frame Copy/clone a frame and move objects to create an animation Create screen recording animation (requires iPad) Create stop motion animation with photos (requires iPad)	Introducing Data Handling Understand what data is and collect it as a tally Label a pictogram and add data to each column Edit a table with correct titles and numbers Create a bar chart/pie chart/line chart suitable for the data Explain what a pictogram/bar chart/line chart shows	E-book Creation Add a book cover with title, author, colour and image Add multiple pages based on a theme Add text on different pages Add images on different pages to match the them/text Add voice recordings to match the text/theme Sending an email	Develop Programming & Programming Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Simplify a program by using a loop Program movements Program outputs for audio or text Find errors in a program (debug) Program inputs (touching or clicking) Program conditions	Recognise uses of IT Understand what makes a computer a computer Spot digital technology in school Recognise common use of information technology in school and beyond
Music	Charanga - Hands, Feet, Heart Harvest Songs - Harvest Festival performance	Nativity Songs Year 2 Nativity performance	Lancaster Singing Festival Practise	Charanga - I wanna play in a band.	Charanga - Friendship Song	Charanga - Reflect, rewind and replay
Music for next year	Musical Spotlight: Pulse, Rhythm and Pitch Social Question: How does music help us to make friends?	Musical Spotlight: Playing in an Orchestra Social Question: How does music teach us about the past?	Musical Spotlight: Inventing a Musical Story Social Question: How does music make the world a better place?	Musical Spotlight: Recognising Different Sounds Social Question: How does music teach us about our neighbourhood?	Musical Spotlight: Exploring Improvisation Social Question: How does music make us happy?	Musical Spotlight: Our Big Concert Social Question: How does music teach us about looking after our planet?
Maths	Number - place value Number - Addition and subtraction Measurement - money		Number - Multiplication and division Geometry - properties of shape Measurement - length and height Number - fractions		Measurement - time Measurement - mass, capacity, temperature Statistics Position and direction	



English	Stories by the same author - Julia Donaldson	Archaic Text - The Night Before Christmas	Stories in familiar setting - Lancaster - Based on Detective Dog by Julia Donaldson (read to Year 1)	Dinosaur Fantasy story - to publish as eBook	Persuasive writing (Summer Fair)	Traditional tales with a twist (based on The Three Little Wolves and The Big Bad Pig)
	Sentence types	Non-chronological report - Nelson Mandela	Poems with a structure - Acrostic poem on Lancaster	The Magic Box free verse poem (re-write to be based on dinosaurs)	Fact File - Titanic	Recount of Blackpool Zoo trip
	Gunpowder Plot Fact File	Letter writing - Invitation to the Nativity			Non-chronological report - Titanic	
	Harvest Poem (based on what is pink?)	Instructions - How to make a pop-up card				Non-linear time sequences: The Stinky Cheese Man and Other Fairly Stupid Tales - Jon Scieszka
	Persuasive poster - Spooky Bingo					
	Explanation texts and classic poetry to be covered in Just Write					