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| **Year A** | Autumn term:**Build it!** | Spring term:**In times gone by . . .** | Summer term:**All Over the World!**  |
| **English**  | Text:The dragon machine | Text:Planes | Text:The High Street | Text:Traction Man | Text:The Princess and the Pea. | Text:Knights | Text:Diary entries | Text: | Text:Penguins | Text:Reptiles | Text: | Text: What I like. |
| **Maths****White Rose****Rising Stars** | Place valueAddition and subtractionShapeMoneyNumber sense (3 weeks)Additive reasoning (3 weeks)Geometric reasoning (3 weeks)Number sense (2 weeks)Additive reasoning (2 weeks)R – White RoseNumber and place ValueAddition and SubtractionMeasurement | Multiplication and divisionFractionsLength and heightMass, capacity and temperature Number sense (3 weeks)Multiplicative reasoning (3 weeks)Number sense (3 weeks)Additive reasoning (2 weeks)Geometric reasoning (3 weeks)R – White RoseNumber and place ValueAddition and SubtractionGeometry | StatisticsPosition and directionProblem solving and efficient methodsTime Number sense (3 weeks)Additive reasoning (3 weeks)Multiplicative reasoning 3 weeks)Geometric reasoning (2 weeks)R – White RoseGeometryAddition and SubtractionNumber and place ValueMultiplication and divisionMeasurement |
| **Science** | **Uses of everyday materials** **Vocab:** suitable/unsuitable, wood, metal, plastic, glass, brick, rock, paper, cardboard, Solid, squashing, bending, twisting, stretching, properties, purpose**Specific**: force, lift, wing span, thrust, engine, speed, propeller, glideSuggestions for people to study: Charles Macintosh, John McAdam.Link to The Wright Brothers**Working scientifically:**- Comparing uses of everyday materials in and around school. - Observing closely - Identifying and classifying - Recording observations. - Testing planes | **Animals** **Vocab:** offspring, adult, basic needs, survival, food, water, air, reproduction, growth, life cycles of animals e.g. butterfly, baby, toddler, child, adult, teenager**\* They are not expected to understand how reproduction occours. \*****Working scientifically:**- Observing and measuring how animals grow. - Ask questions about what animals need for survival and suggesting ways to find answers to their questions.  | **Humans****Vocab:** exercise, types of food, hygiene, nutrition**Working scientifically:**- Observe and measure how humans grow. - Gathering and reading data to help answer questions e.g. What humans need to stay healthy. Suggesting ways to find answers to their questions.  | **Living things and their habitats** **Vocab:** Living, dead, non living, habitat, depend, microhabitat, food chain, sources, shelter, seashore, woodland, ocean, rainforest, conditions**Working scientifically:**- Identifying & classifying **(Magenta principles)**- Using observations and ideas to suggest answers to questions. E.g. Is a deciduous tree dead in winter?- Gathering a recording data   | **Plants****Vocab:** Seed, bulb, mature, plants, water, light, suitable, temperature, healthy, environment, germination, growth, survival, reproduction**Working scientifically:**- Observe and record how plants change over time. - Similar plants at different stages of growth- Setting up a comparative test to show they need light and water. **Concept cartoon suggestion:**Upside down seeds from Upside down seeds. |  |
| **D&T** | **Mechanisms**Design a plane with a moving part**Vocab:**Design – purpose, function, appeal, products, design criteria, generate, develop, model, communicate, template, make, evaluate | **Food and nutrition** Making sandwiches and cakes for a royal garden party.**Vocab:**Design – purpose, function, appeal, products, design criteria, generate, develop, model, communicate, template, make, evaluateNutrition, healthy eating, varied diet, sweet/savoury, ingredients, cut, slice, dice, mash, sieve, pour, whisk, peal, grate, blend. | **Structures/Construction**Build houses**Vocab:**Design – purpose, function, appeal, products, design criteria, generate, develop, model, communicate, template, make, evaluateStronger, stiffer, more stable |
| **Art** | **Drawing - Da Vinci gliders** Extend the variety of drawing tools, looking at line, shape and space. Experiment with tools and surfaces,  | **Sculpture -**  | **Printing/Painting - Flags** Create a pattern, develop impressed images, relief printing, print with a growing range of objects identify the different forms print takes.  Name all of the colours, mixing of colours, find collections of colour, apply colour with a range of tools,  Begin to describe colours by objects, make as many tones of one colour as possible (using white), darken colours without using black, use colour on a large scale.  |
| **Computing** | 1. **Using the internet – password safety**
2. **Technology in home and community**
3. **Programming - Following and giving Instructions**

Recognise common uses of information technology beyond schoolUse technology safely and respectfully, Internet safety - passwords | 1. **Handling data – collecting and storing data**
2. **Multi media - Computer art**

Use technology purposefully to create, organise, store, manipulate and retrieve digital content – open a word documentInternet SafetyYou be the judge/Rate and review | Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.Create and debug simple programsUse logical reasoning to predict the behaviour of simple programs.Internet SafetyCyber snakes/Being safe |
| **History** | Lives of significant historical figures, including comparison of those from different periods **The Wright Brothers****Vocab:** **Invention, contribution, improvement, compare, government, historical , aviators/aviation, biography,** **Historical aims**- Understand how people’s lives have shaped this nation and how Britain has influenced the wider world. - Understand the achievements and follies of mankind  | Changes in living memory (linked to aspects of national life where appropriateLives of significant historical figures, including comparison of those from different periods (**Queen Victoria & Queen Elizabeth**)**Kings and Queens** **Vocab:**Monarch, Richard III, Elizabeth I, Queen Victoria, Chronology, King, queen, prince, princess, duke, duchess, compare, historical facts ,opinion, castle, Spanish Armada, family tree, banquet, medieval, contribution **Historical aims**- Understand how people’s lives have shaped this nation and how Britain has influenced the wider world.  | Events beyond living memory that are significant national or globally.**The great fire of London****Vocab:**Fire, London, Pudding lane, The monument, Samuel Pepys, diary, primary sources, Tudor, houses, Thames, reliability, fire service, weather, 1666, event, map, spread, rebuilt, **Historical aims:**- Understand how evidence is used rigorously to make historical claims.  |
| **Geography** | **Use basic geographical vocabulary to refer to local & familiar features (Budleigh/ East Budleigh/ Otterton)****Vocab:**City, town, village, **Vocab:** factory, farm, house, office, port, shop, travel agent, coast. **Geographical skills and fieldwork:**- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features- Visit the high street in Budleigh | **Understand geographical and similarities and differences by studying the human and physical geography of a small area of the UK and of a contrasting non-European country (Kenya)****Geographical skills and fieldwork:**- Use observation skills and simple fieldwork to study the geography of their schools and grounds and the key human and physical features of its surrounding environment.  | **Name and locate the world’s 7 continents and 5 oceans** **Africa, Antarctica, Asia, Australia/Oceania, Europe, North America, and South America, Atlantic, Pacific, Indian, Arctic and Southern Oceans.****Geographical skills and fieldwork:**- Use world maps, atlases and globes to identify countries continents and oceans |
| **Music** | **Machines**Vocab: Loud, Quiet, Crescendo, Diminuendo, Long, Short**Duration:** respond to, recognise and distinguish between steady beat and rhythm patterns and how they fit together**Dynamics:** explore, respond to, recognise and identify loud, moderate, quiet and silence | **Toys**Vocab: Rhythm, Steady Beat, Faster, Slower, Long, Short**Duration:** respond to, recognise and distinguish between steady beat and rhythm patterns and how they fit together**Tempo:** explore, respond to and recognise fast and slow | **Instrument hire –** Vocab: Descant, treble, pitch, step, leap, high, low**Pitch:** distinguish between steps, leaps and repeats in melodies. **Timbre:** identify a range of related instruments by name  |
| **PE** | Gymnastics – Movement (gallop, leap, hop, skip etc)Dance – Caribbean (speed, control, sequence, collaboration)Throwing and catching (running and jumping in isolation, rolling, force)Invasion games (attacking, defending, scoring, teamwork) | Gymnastics – Yoga (forward bends, back bends, inversions, twists, balance)Dance – Toys (speed, weight, size of movement, synchronisation) Invasion games (travelling, side stepping, changing direction)Attacking and defending (passing, dodging)CLC – Multi Skills | Gymnastics – Landscapes and cityscapes (body tension, control, balance)Dance – The gunpowder plot (formation, structures, unison, cannon)Multi skills (sports day) (sprinting, relay, jumping, throwing)Running and jumping (distance, height, speed, length, jumping sequences) |
| **RE**Devon and Torbay RE Syllabus Y2 Units | Yr1 and 21.4 Gospel: What is the good news Jesus brings?1.3 Incarnation: Why does Christmas matter to Christians?RF 4 Being Special and where do we belong?F 2 Why is Christmas special to Christians? | 1.6 Who is Muslim and how do they live? (Part 1)1.5 Salvation: Why does Easter matter to Christians?RF1 Why is the word God so important to Christians?F3 Why is Easter special for Christians? | 1.8 What makes some places sacred to believers?1.6 Who is Muslim and how do they live? (Part 2)RF5 Which places are special and why?F6 Which stories are special are why? |
| Jigsaw (PSHE) **Vocab identified on weekly planning** | Being me in my world | Celebrating difference  | Dreams and goals | Healthy me | Relationships | Changing me  |