

Class 2 Modular Overview Autumn Term

	Fire!	Arctic Adventure
English <i>(where appropriate)</i>	<p>Recounts: letters</p> <p>Instructions: Making a well</p> <p>Poems on a theme – senses - fire/ fireworks</p>	<p>Non-chronological reports - Arctic animals</p> <p>Story as a theme</p>
Maths <i>(where appropriate)</i>	<p>Position and movement</p> <p>Shape</p>	
Science	<ol style="list-style-type: none"> 1. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 2. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	
Computing	<ol style="list-style-type: none"> 1. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 2. Use technology safely and respectfully. 3. Recognise common uses of information technology beyond school. 	<ol style="list-style-type: none"> 1. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 2. Create and debug simple programs 3. Use logical reasoning to predict the behaviour of simple programs
History	<ol style="list-style-type: none"> 1. Events beyond living memory that are significant nationally or globally [for example, <u>the Great Fire of London</u>, the first aeroplane flight or events commemorated through festivals or anniversaries] 	
Geography	<ol style="list-style-type: none"> 1. 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. 2. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 	<ol style="list-style-type: none"> 1. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

	3. use simple fieldwork and observational skills to study the geography of their school and its grounds	
Art	<ol style="list-style-type: none"> 1. To use a range of materials creatively to design and make products. 2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	1. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
DT	<ol style="list-style-type: none"> 1. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 2. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 3. Explore and evaluate a range of existing products 4. Explore and use mechanisms [for example, levers, sliders, wheels and <u>axles</u>], in their products. 	<ol style="list-style-type: none"> 1. Design purposeful, functional, appealing products for themselves and other users based on design criteria. 2. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 3. Evaluate their ideas and products against design criteria 4. Build structures, exploring how they can be made stronger, stiffer and more stable
PSHCE	<p>SEAL: New beginnings</p> <p>Rules and routines</p>	SEAL: Getting on and falling out
Music	<ol style="list-style-type: none"> 1. Listen with concentration and understanding to a range of high-quality live and recorded music. 	<ol style="list-style-type: none"> 1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes 2. Play tuned and untuned instruments musically
PE	<ol style="list-style-type: none"> 1. Master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities. 	<ol style="list-style-type: none"> 1. Perform dances using simple movement patterns.
RE	2C - How can we make good choices?	Advent
French	Greetings	Greetings

Class 2 Modular Overview Spring Term

	I am Special	Famous People
English <i>(where appropriate)</i>	<p>Persuasive advert/poster – healthy eating</p> <p>Stories in a familiar setting</p>	<p>Traditional tales with a twist</p> <p>Poems with structure (poems with repeating patterns)</p>
Maths <i>(where appropriate)</i>		
Science	<ol style="list-style-type: none"> 1. Notice that animals, including humans, have offspring which grow into adults 2. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 3. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Humans and animals science work will continue into this half term</p>
Computing	<ol style="list-style-type: none"> 1. Use technology purposefully to create, organise, store, manipulate and retrieve digital content 2. Recognise common uses of information technology beyond school 	<ol style="list-style-type: none"> 1. Recognise common uses of information technology beyond school 2. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
History	<p>Helen Keller/Louis Braille?</p> <p>Medicines now and then</p>	<p>Mary Seacole?</p> <p>Medicines now and then</p>
Geography		
Art	<ol style="list-style-type: none"> 1. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 2. About the work of a range of artists, craft makers and 	<ol style="list-style-type: none"> 1. To use a range of materials creatively to design and make products 2. About the work of a range of artists, craft makers and designers, describing the differences and

	designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	similarities between different practices and disciplines, and making links to their own work.
DT	<ol style="list-style-type: none"> 1. Design purposeful, functional, appealing products for themselves and other users based on design criteria 2. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 3. Explore and evaluate a range of existing products 4. Build structures, exploring how they can be made stronger, stiffer and more stable 	<ol style="list-style-type: none"> 1. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 2. Explore and evaluate a range of existing products 3. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
PSHCE	SEAL: Good to be me Needs & choices Healthy, safe lifestyle	SEAL: Relationships
Music	<ol style="list-style-type: none"> 1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes 2. Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ol style="list-style-type: none"> 1. Play tuned and untuned instruments musically 2. Listen with concentration and understanding to a range of high-quality live and recorded music 3. Experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE	<ol style="list-style-type: none"> 1. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<ol style="list-style-type: none"> 1. Perform dances using simple movement patterns.
RE	2B – How do Christians and Muslims mark new life?	2A – How do people pray?
French	Colours	Colours

Class 2 Modular Overview Summer Term

	Minibeasts	Explorers
English <i>(where appropriate)</i>	<p>Stories by the same author – Roald Dahl</p> <p>Explanation texts – life cycles</p>	<p>Animal adventure stories</p> <p>Classic poetry (The Owl and the Pussycat)</p>
Maths <i>(where appropriate)</i>	<p>Statistics</p>	
Science	<ol style="list-style-type: none"> 1. Explore and compare the differences between things that are living, dead, and things that have never been alive 2. 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 3. Identify and name a variety of plants and animals in their habitats, including micro-habitats 4. 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. 	<ol style="list-style-type: none"> 1. Observe and describe how seeds and bulbs grow into mature plants 2. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Computing	<ol style="list-style-type: none"> 1. Use technology purposefully to create, organise, store, manipulate and retrieve digital content 2. Recognise common uses of information technology beyond school 	<ol style="list-style-type: none"> 1. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 2. Create and debug simple programs 3. Use logical reasoning to predict the behaviour of simple programs
History		<ol style="list-style-type: none"> 1. The lives of significant individuals in the past who have contributed to national and international

		achievements. Some should be used to compare aspects of life in different periods [Christopher Columbus and Neil Armstrong,]
Geography	<ol style="list-style-type: none"> 1. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ol style="list-style-type: none"> 1. 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 2. Name and locate the world's seven continents and five oceans 3. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
Art	<ol style="list-style-type: none"> 1. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 2. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ol style="list-style-type: none"> 1. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 2. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 3. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
DT	<ol style="list-style-type: none"> 1. Design purposeful, functional, appealing products for themselves and other users based on design criteria 2. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 3. Explore and evaluate a range of existing products 	<ol style="list-style-type: none"> 1. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 2. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 3. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their

		<p>characteristics</p> <ol style="list-style-type: none"> Evaluate their ideas and products against design criteria Build structures, exploring how they can be made stronger, stiffer and more stable
PSHCE	SEAL: Changes	<p>SEAL: Going for Goals</p> <p>Moving on</p>
Music	<ol style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ol style="list-style-type: none"> Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music
PE	<ol style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending 	<ol style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending
RE		2D – How can we look after our planet?
French	Counting	Counting