

# Curriculum Booklet

## Year 2



2025-2026

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## 1. Welcome from the Headteacher

Heathcote is an exceptionally warm and friendly place to learn where excellence is at the heart of all we do. Working as a team we foster a love of lifelong learning whilst at the same time encouraging all our community to be curious, appreciative and respectful towards the world around them. Every child will develop and celebrate their love of learning without boundaries, ensuring that they fulfil their potential.

As a small, friendly and happy school we are proud of the warmth, tolerance and individualised learning every pupil receives. Each day every member of our staff seeks to make a difference to the lives of our children. Our mission is to ensure that every pupil recognises their own self-worth and through their school journey they build character, confidence and compassion as well as a solid academic foundation. Determination, resilience and endurance will be instilled in all of our community.

This curriculum booklet is designed to provide you with information about Year 2 and explain what and how your child will be learning this year.

During your child's time in Year 2 they will undertake a range of learning experiences, enabling them to become happy, confident and keen learners.

This booklet contains a curriculum overview which outlines the content of each subject for the academic year as well as your child's class and homework timetables. I hope you find this document useful and informative. Thank you for taking the time to read it.

**Mrs Samantha Scott, MEd Cantab.**

**Headteacher**

**Heathcote Preparatory School & Nursery**

## **2. Welcome to Year 2**

This year is such an important, pivotal year for your child as they prepare to leave the Lower School and begin their exciting journey towards Key Stage 2. As the year progresses, they will become increasingly independent in their daily routine and their ability to focus for longer periods of time will be proof that they are growing into more mature and responsible individuals.

Teachers are always amazed at how much a child can change and achieve in just one year and this continues to be clearly evident at the end of this key stage. Our ultimate aim for our year 2 pupils is for them to thrive and be challenged in the safe environment of our classroom, we intend for them to stretch their knowledge and understanding whilst feeling happy and secure to develop their skills and make progress both educationally and personally.

We continue to follow a creative curriculum which means that your child will be given the opportunity to learn about a different topic each term. This approach allows the children to make strong links to their learning in all areas of the curriculum and enables them to explore the topic in more depth and detail. This will allow them to relate their learning to their own life experiences in a more confident way.

There will be opportunities for us to meet formally throughout the year but do feel free to come and speak to us if you have any ideas, queries, or concerns.

Mrs Perrett and Mrs Plumb

### 3. The School Day-Key Stage 1

8.30 am	Children arrive and go to classrooms
8.40am	Registration and welcome activities
8.45am	ERIC
9.10 am	Lesson 1
9.55 am	Lesson 2
10.40 am	Break and tuck
11.00 am	Lesson 3
11.45 am	Lesson 4
12.30 pm	Lunch
1.30 pm	Lesson 5
2.15 pm	Lesson 6
3.00 pm	End of day activity
3.30 pm	End of School

#### 4. Equipment List

Please ensure that your child brings the following to school:

- Swimming bag including named towel, goggles, swimsuit and school swimming cap on **Mondays**
- Named PE Kit and trainers on **Tuesdays**
- Named Wellington boots on **Fridays** (can be kept in school)
- Waterproof trousers on **Fridays** (for Outdoor Learning)
- Named white or black plimsolls (to be kept in school)
- Named Art apron (to be kept in school)
- Named water bottle every day
- Named healthy tuck
- Coat, scarf, hat and gloves in Winter months (especially for Outdoor Learning)
- Named sun cream and sun hat when applicable
- Heathcote Planner

## 5. Class Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Spelling	Maths	Maths	Maths	English
2	Swim	English	English	Computing	Maths
3	Project	Art	PSHRE	English	Outdoor Learning
4	Maths	Art	Project	CRE	Outdoor Learning
5	French	PE	Topic	Science	Performing Arts
6	English	PE	Topic	Science	Assembly /End of day activity

## 6. Homework

Homework is set to support the teaching and learning activities that take place at school. You can support your child's learning by playing an active role in ensuring that they complete homework tasks to the best of their ability but it is important that they endeavour to complete all homework independently.

Homework is kept in homework books. Children will have literacy and numeracy homework every week. If the children wish to investigate a topic further at home, then this will be celebrated in class although not compulsory. The pupils are expected to spend no more than 20 minutes on their homework and another 10 minutes reading each day from our reading scheme.

Homework set	Subject	Homework due in
Thursday	English	Tuesday
Thursday	Maths	Tuesday
Monday	Spellings	Tested on the following Monday

If your child has any additional time that you would like to use to support their learning, please feel very welcome to practise number bonds (to 10, 20, 100, 1000) and their multiplication tables e.g. doubling/halving, x5, x10 then progress to learning x3, x4 etc.



## 7. Reading

Reading is considered the most important element of your child's homework and should be undertaken nightly. We recommend that your child reads from our reading scheme for at least 10 minutes every night.

Reading opportunities occur frequently during the school day. Children have a 20-minute ERIC (Everyone Reading In Class) daily session with their form teacher where they get the opportunity regularly to read aloud and discuss their reading choices as well as visit the class or school library. We also hear them read in all other subjects.

Nevertheless, to increase progress with writing and spelling skills, it is vital that your child reads to an adult at home every night. The same adult should sign their reading record after a brief comment and the page to read from next.

How you can help:

- Most important of all, make reading with your child as enjoyable as possible - not always easy after a hard day at work and school, but do try to persevere!
- Look at the book first, talking about what you can see happening in the pictures. Try to predict the story and possible unknown words.
- The pictures are a really important tool to help your child to read. Please do not cover them up. If your child is becoming too reliant on the pictures, encourage them to point to the words to draw their attention back to the text.
- Many words can be sounded out, e.g.: cat. However, words such as 'was' are a little trickier as sounding them out does not work. In this case children need to learn how they look.
- When children are confident readers, try not to get hung up on an unknown word. You could miss the word out, read on, then go back and work out the missing word. Read the whole sentence again to check that it makes sense.
- Look out for words they already know within longer words e.g.: cats.
- Remind your child to think about how speech might be said to encourage them to read with expression. Punctuation helps your child to read with intonation and brings a book to life.
- Monitor your child's reading at home and record it in the diary.
- Question your child about events in the book to check that they have understood what they are reading.
- Retelling the story so far or predicting what might happen next will help you to gauge their understanding of what they have read.

Encourage your child to read regularly and to choose from a range of books and authors including different types of storybooks, information books, magazines, newspapers, letters etc.

## 8. Rules for Presentation

All work will have the date {short date for Maths, long date for other subjects in the format day-date-month-year} clearly written on the top right-hand side of the page with the Learning Objective (LO) underneath on the left for example:

Thursday 8th September 2020

L.O. To identify the key features of a suspense story

- Children should start writing at the margin and write to the end of each line.
- New paragraphs will be demarcated by missing one line.
- A ruler and a pencil should be used for drawing diagrams and shapes.
- Children should use cursive writing (as appropriate) in every subject and not just in English lessons and form their numbers accurately.
- Children should write in either pencil. Crossing out should consist of one neat line.
- There should be no doodling in books or on the covers of books.
- Any work completed on paper should be named and dated.

**Children are strongly encouraged to take pride in every piece of work, with their presentation reflecting this.**

## 9. Assemblies

Assemblies are an important part of our school curriculum. Through our assemblies we recognise and celebrate our pupils' achievements. On Fridays in our celebration assembly, children receive awards and certificates.

Furthermore, our assemblies contribute to the Spiritual, Moral, Social and Cultural (SMSC) and British Values experiences and development of the children. Our assemblies are planned to cover a range of different elements over the school year. We recognise and celebrate key festivals and celebrations from different religions. We also incorporate aspects of Personal, Social, Health and Relationships Education (PSHRE) over the year, through our Values based education programme. Assemblies often kick start these 'values' and then permeate our curriculum, discussions and focus each month. Each term children get to perform a class assembly linked to the value of the month.

This year's programme is as follows:

Month	Value
September	Perseverance
October	Unity
November	Sharing
December	Truth
January	Integrity
February	Appreciation
March	Open-mindedness
April	Trustworthiness
May	Trust
June	Democracy
July	Morality

## **10. Parents' Consultation Evenings**

Parent consultation evenings take place twice a year; once in the Autumn term and once in the Spring term. At these meetings parents have the opportunity to discuss their child's progress with the form teacher. Additionally, we hold work sharing before parent consultations.

## **11. Reports**

Reports are issued each term. These will be sent out mid-term to give information about achievement in English, Maths and Science, as well as effort for each subject. Targets will be shared for Reading, Writing and Maths that the children will work on for the term. A full report with detailed teacher comments about your child's progress is issued at the end of the Summer term.

## **12. Assessments**

At this stage of their schooling life, we like to keep testing low key and we appreciate your support in doing the same at home.

There will be continuous teacher assessment of your child's progress in class throughout the year.

Your child will also be tested weekly on a list of spellings.

### **13. Subject Overviews**

On the following pages you will find a summary of each area, the topics to be studied and the key skills that will be focused upon during the academic year.

#### **13.1. English**

##### **13.1.1. Read, Write Inc. Phonics**

Children follow a phonics programme called Read Write Inc. (RWI). This is an inclusive literacy programme based on synthetic phonics. Synthetic phonics is the ability to convert a letter or group of letters (graphemes) into sounds (phonemes) that are then blended together into a word. Pupils in Nursery to Year 1 take part in Read, Write Inc. sessions daily. The children are introduced to the graphemes and phonemes (letters and sounds) necessary to become confident, independent readers and writers.

The children are regularly assessed to establish their proficiency in phonics and grouped accordingly. In their allocated group, our pupils will practise set sounds each week through Read Write Inc. activities, ranging from pure sounding to segmenting and blending and reading words at speed. Every day, children will also read words that include both the weekly sounds and "the red words" (also known as "tricky words"). By the time they leave Year Two, most children will have successfully completed all levels of the scheme and will have a secure knowledge and understanding of essential literacy skills.

The programme of study begins in Early Years with simple set 1 sounds, sound box activities, role play and early handwritten letter formation. The next stage involves simple ditties, blending sounds and further written tasks. As the children progress through the scheme, more complicated texts, comprehension and grammar exercises are introduced. The complex speed sounds and the study of "red words" (words that do not follow the usual phonic rules) complete the scaffolding that supports the children in their reading and writing tasks.

##### **Reading-Children will:**

- Learn the 44 sounds and the corresponding letters using simple picture prompts.
- Learn to read words using sound blending.
- Read lively rhymes and stories featuring words they have learned to sound out.
- The children will bring home books or activities each week, pitched at an appropriate level.

##### **Writing-Children will:**

- Learn to write the letters which represent the 44 sounds (correct formation and orientation).
- Learn to write words by saying the sounds and using the correct graphemes.

- Write simple sentences.
- Compose stories based on simple picture strips.
- Learn simple editing skills.
- Be given opportunities to write for different purposes.
- Learn to spell frequently used words.
- Each week the children will have further literacy sessions as a class. This provides opportunities to explore additional texts, stories and rhymes from a wide range of genre.

Autumn Term
<p>Read write Inc focus for phonics group.</p> <p><b>Text Focus-</b> Ultra-Kid and the Terrible Tornado by Gabrielle Kent</p> <p>To read and discuss model text.</p> <p>To discuss new vocabulary.</p> <p>To make inferences about a character using clues from the text.</p> <p>To spell words with gn or kn.</p> <p>To draw a story map.</p> <p>To sequence a story and to design a superhero.</p> <p>To apply spelling rules when adding the suffix -ed to words.</p> <p>To write independently.</p> <p>To spell words including wr.</p> <p>To develop reading comprehension skills.</p> <p>To punctuate sentences with capital letters and full stops.</p> <p>To use the past progressive tense.</p> <p>To spell common exception words</p> <p>To spell words with /s/ sound spelt c before e, i and y.</p> <p>To use question marks and exclamation marks.</p> <p>To generate ideas for a narrative.</p> <p>To plan a story.</p> <p>To write a superhero adventure story and check their own writing.</p> <p>To spell words with -ge or -dge.</p> <p><b>Text Focus-</b> Florence Nightingale</p> <p>To develop reading comprehension skills.</p> <p>To read a model text.</p> <p>To discuss new vocabulary and organise information.</p> <p>To map out a text.</p> <p>To write independently. (Diary)</p> <p>To add the suffix -ness to words to form nouns.</p> <p>To choose the correct tense when writing.</p> <p>To identify common and proper nouns.</p> <p>Extra: Common exception words revision.</p> <p>I can spell common exception words.</p> <p>To revisit/teach punctuation and grammar.</p> <p>To ask questions.</p> <p>To plan a report.</p> <p>To write independently and to check their writing. (Report)</p>

I can spell words with the suffix -le.

**Text Focus-** Visit the UK! by Jo Franklin

- To read and discuss model text.
- To discuss new vocabulary.
- To organise information.
- To persuade others.
- To map out a text.
- To write persuasive sentences.
- To add the suffix -ful to words to form adjectives.
- To use sentences with different forms: statements, questions, exclamations and commands.
- To understand and use co-ordinating conjunctions.
- To plan a persuasive brochure.
- To independently write a persuasive brochure.
- To check their writing for errors and make improvements.

**Text Focus-** Today's Weather by Lucy Strange

- To read and discuss model text.
- To discuss new vocabulary.
- To create and perform a weather report.
- To map out a text.
- To write a detailed description.
- To add the suffixes -er and -est to adjectives.
- To use adjectives to create expanded noun phrases.
- To use subordinating and coordinating conjunctions.
- To spell common exception words.
- To complete a weather diary.
- To identify and use contracted words.
- To plan a weather report.
- To independently write a weather report.
- To check writing for errors and make improvements.

## Spring Term

### **Text Focus-** Nell Saunders' Diary by Gabrielle Kent

- To read a model text.
- To discuss new vocabulary.
- To map out a text.
- To sequence events.
- To understand the events.
- To use adjectives ending in the suffixes -er and -est.
- To use expanded noun phrases.
- To know how to spell common exception words.
- To identify and use conjunctions.
- To understand and use time adverbials.
- To plan a diary.
- To independently write a diary recount.
- To check and improve writing.

### **Text Focus-** Out Of This World by Jo Franklin

- To read a model text.
- To discuss new vocabulary.
- To put themselves in a character's shoes.
- To draw a story map.
- To sequence a story.
- To create a character.
- To apply spelling rules when adding the suffix -ing to words.
- To use expanded noun phrases.
- To use possessive apostrophes in their writing.
- To generate ideas for a story.
- To plan a space portal story.
- To independently write a narrative.
- To check their own writing for errors and make improvements.

### **Text Focus-** The King and the Royal Family by Dan Smith

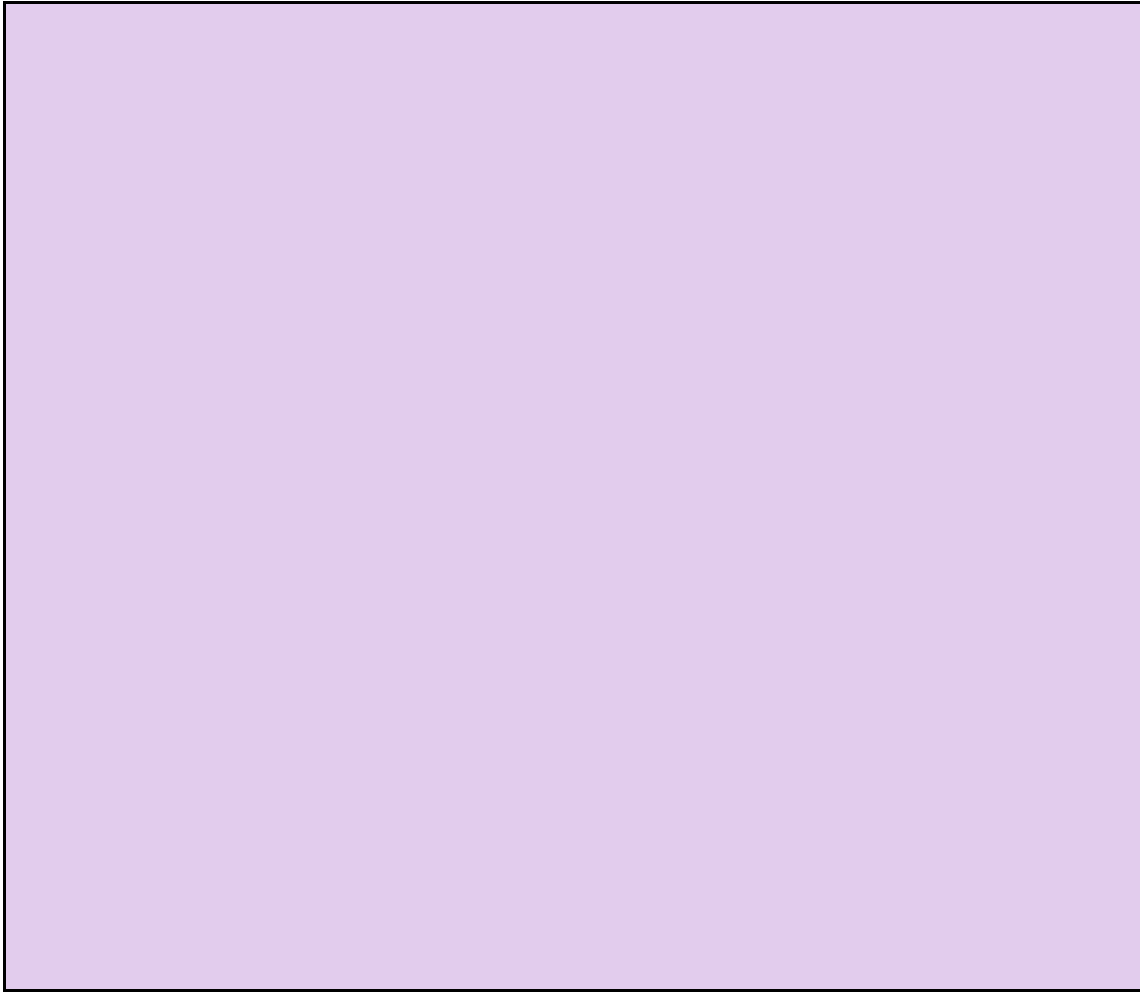
- To read a model text.
- To discuss new vocabulary.
- To organise information.
- To map out a text.
- To write a diary entry.
- To spell the /l/ sound spelt 'al' at the end of words.
- To identify proper and common nouns.
- To use commas to separate items in a list.
- To create questions about information in a text.
- To use apostrophes to show possession.
- To use expanded noun phrases to describe.
- To use co-ordinating conjunctions.



To create questions to form sub-headings.  
To plan a non-chronological report.  
To independently write a non-chronological report.  
To check their writing for errors and make improvements.

**Text Focus-** If You Want To Be Healthy by Margaret Bateson-Hill

To read a model text.  
To discuss new vocabulary.  
To understand and use sub-headings.  
To map out a text.  
To write an informative poster.  
To spell words with the /s/ sound spelt with a 'c' before e, i or y.  
To use subordinating and co-ordinating conjunctions.  
To use commas to separate items within a list.  
To write different sentence types.  
To plan an explanation.  
To independently write an explanation.  
To check their own writing for errors and make improvements.



## Summer Term

Read write Inc focus for phonics group.

**Text Focus-** Captain No-Beard's Diary by Dan Smith

- To read a model text.
- To discuss new vocabulary.
- To revise the features of a diary.
- To create their own text map, ordering their ideas chronologically.
- To write a detailed description of a parrot.
- To describe themselves as a pirate.
- To plan a diary entry of a pirate.
- To independently write a diary entry of a pirate.
- To check their work for errors and make corrections.

**Text Focus-** What Am I? by Joshua Seigal

- To read a model text.
- To discuss new vocabulary.
- To perform a poem as a pair or a group.
- To understand the poem.
- To write a short recount.
- To form nouns by compounding words.
- To use adjectives to create noun phrases.
- To use question marks and exclamation marks to punctuate sentences.
- To identify and use contracted words.
- To plan a poem.
- To independently write a mesostic poem.
- To check their poem for errors and make improvements.
- To present their poems in an interesting way.

**Text Focus -** How to make a Hand Puppet by Dan Smith

- To read a model text.
- To discuss new vocabulary.
- To sequence instructions.
- To write as if speaking to the reader.
- To design a pirate sock puppet using labels.
- To identify nouns, adjectives, verbs, adverbs.
- To use an apostrophe to punctuate contracted words.
- To use sentences with different forms: statements, questions, exclamations and commands.
- To use commas in a list.
- To write sentences in the present tense.
- To write expanded noun phrases.
- To plan a set of instructions.
- To independently write a set of instructions.
- To check their work for errors and make corrections.

**Text Focus-** Been a Bean by Joshua Seigal

- To read a model text.

To discuss new vocabulary.  
To understand the poem.  
To explore a writer's use of language.  
To write a detailed description with expanded noun phrases.  
To spell some homophones and near homophones.  
To add the suffix -ly to adjectives to form adverbs.  
To identify and understand word families and compound words.  
To plan a poem.  
To independently write a poem.  
To check their own writing for mistakes and make corrections.  
To perform a poem.

### 13.2. Maths

This year, we will continue to use our mathematics scheme called 'White Rose'. This scheme follows a mastery approach which focuses on creating a deeper understanding of the curriculum and ensuring that all pupils are challenged appropriately. The aim of this scheme is to ensure that all children develop a long-term, deep and flexible understanding of Mathematics. It follows the National Curriculum objectives through 'blocks' of learning, as outlined below.

Autumn	Place Value	Addition & Subtraction	HALF TERM	Addition & Subtraction	Shape	Money
Spring	Multiplication & Division			Length & Height	Mass, Capacity & Temperature	
Summer	Fractions	Time		Time	Statistics	Position & Direction

### 13.3. Science

Autumn Term
<p><b>Autumn 1 - Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>• Match, sort and group young animals and their adults</li> <li>• Find out how animals change as they grow into adults</li> <li>• Compare the stages of the human life cycle</li> <li>• Research and describe what animals, including humans, need to survive</li> <li>• Test the effects of exercise on the human body</li> <li>• Investigate the importance of healthy eating and hygiene</li> </ul> <p><b>Autumn 2- Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive by thinking about life processes</li> <li>• Name a variety of plants and animals in their habitats, by mapping a habitat and identifying its inhabitants</li> <li>• Identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• Explore and describe how different habitats provide for the basic needs of different kinds of animals and plants</li> <li>• 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 by making a variety of food chains</li> </ul>
Spring Term
<p><b>Spring 1- Everyday Materials</b></p> <ul style="list-style-type: none"> <li>• Identify uses of different everyday materials</li> <li>• Compare the suitability of different everyday materials</li> <li>• Explain how the shapes of objects made from some materials can be changed</li> <li>• Study the process of recycling</li> <li>• Find out about people who have developed new materials, by learning about John McAdam</li> </ul>

### **Spring 2 -The Environment**

- Measure the melting of ice in a comparative test
- Sort items for recycling based on their materials
- Create a well-considered argument for people to use less energy
- Investigate how much water can be saved by turning the tap off while washing hands or brushing teeth
- Ask and answer questions about endangered animals
- Research endangered animals and identify ways that humans can work to protect animals and the environment

### **Summer Term**

#### **Summer 1 - Plants**

- Observe closely using simple equipment by recording observations of a variety of plants in the local environment
- Plant seeds and bulbs and suggest how to care for them
- Explain the life cycle of plants
- Use observations to explain what plants need
- Describe what plants need to grow and stay healthy
- Observe and describe the growth of different plants
- Record and represent data in the form of charts and graphs

#### **Summer 2 – Biodiversity (Minibeasts)**

- Identify and name a variety of minibeasts and their habitats
- Discuss why pollination is important
- Name some minibeasts that are pollinators
- Describe the importance of minibeasts in a habitat
- Describe what a microhabitat is
- Name the basic needs of a minibeast
- Describe the importance of worms for healthy soil
- Explain why it is important for soil to be healthy
- Explain how important minibeasts are to other living things in an ecosystem
- Discuss what we can do to help protect minibeasts.

### Autumn Term

- To design a superhero using a variety of mediums.
- To create a 'Superhero Cityscape' using collage.
- To design 'Pop Art Superhero Posters' inspired by Roy Lichtenstein.
- To design and create superhero masks with an element of symmetry using card and embellishments.
- To create clay superhero masks.
- To design a comic strip.
- To create a 'Hall of Real-Life Superheroes' display, including drawing portraits.
- To design an Eco-Hero emblem. Include eco-symbols like leaves, recycling arrows or animals.
- To create nature drawings/collages.

### Spring Term

- To make individual Tudor houses from cardboard boxes with timber frame effects.
- To reate a cardboard town of London where the Great Fire of London Spread.
- To use water colour or chalk to create a fire skyline.
- To create fiery collages using layered red, orange and yellow tissue paper.
- To look at St Paul's Cathedral before and after the Great fire of London.
- To raw St Paul's Cathedral.
- To draw a portrait of King Charles II.
- To sketch and paint a famour landmark of London.
- To study the style of artist Jo Peel.
- To create a London Bus through drawing/painting/collage.
- To create a model of the London Eye.
- To design and make Mother's Day cards.
- To design and make Easter cards.

### Summer Term

- To create 'aged' looking maps with drawings of different features of a treasure map on a Caribbean Island.
- To research famous pirate portraits and create a self-portrait of themselves as a pirate.
- To study tropical birds and use oil pastels, paint or collage to create colourful parrots.
- To create a collage of a pirate ship.
- To design their own pirate flag, exploring symmetry and repeated patterns.
- To create stormy sea art. Look at artists who have created art in a stormy sea setting. Use blues, greens and whites to paint stormy seas with pirate ships. Children try swirling brushstrokes for waves.
- To create under the ocean art piece including a sunken treasure chest.
- To draw a pirate scene in a bottle.



### 13.5. Computing

Autumn Term
<p>What is a computer? - Exploring what a computer is by identifying how inputs and outputs work and how computers are used in the wider world to design their own computerised invention.</p> <p>Algorithms and debugging - Developing an understanding of: what algorithms are, how to program them and how they can be developed to be more efficient, introduction of loops.</p> <p>Online safety Y2 - Learning: how to keep information safe and private online; who we should ask before sharing things online and how to give, or deny permission online.</p>
Spring Term
<p>Word processing - Developing touch typing skills, learning keyboard shortcuts and simple editing tools.</p> <p>Scratch Jr - Exploring what 'blocks' do' by carrying out an informative cycle of predict &gt; test &gt; review. Programming a familiar story and make a musical instrument.</p> <p>Online safety Y2 - Learning: how to keep information safe and private online; who we should ask before sharing things online and how to give, or deny permission online.</p>
Summer Term
<p>Stop Motion with desktops - Learning how to create simple animations from storyboarding creative ideas.</p> <p>International Space Station - Learning how data is collected, used and displayed and the scientific learning of the conditions needed for plants and humans to survive.</p> <p>Online safety Y2 - Learning: how to keep information safe and private online; who we should ask before sharing things online and how to give, or deny permission online.</p>

### 13.6. Drama

Autumn Term
<p>Gain confidence in speaking and listening.</p> <p>Take part in language, movement and role-play activities.</p> <p>Develop imagination.</p> <p>Create freeze-frames and speaking thoughts.</p>
Spring Term
<p>Develop skills and confidence in using movement and expression in role.</p> <p>Grow in confidence to speak in different voices before an audience.</p> <p>Build confidence in performing to a large audience.</p> <p>Work co-operatively with others.</p> <p>Act out a simple story.</p>
Summer Term
<p>Use freeze frames as a focus for discussion, develop group co-operation, awareness and identity.</p> <p>Developing group co-operation skills and awareness.</p> <p>Work collaboratively in role.</p>

### 13.7. French

Autumn Term
<b>All about me</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Greetings</li> <li><input type="checkbox"/> Name</li> <li><input type="checkbox"/> Family members</li> <li><input type="checkbox"/> Pets</li> <li><input type="checkbox"/> Phonics</li> <li><input type="checkbox"/> Descriptions</li> <li><input type="checkbox"/> Christmas</li> </ul>
Spring Term
<b>Where I live</b> <ul style="list-style-type: none"> <li>• Where you live?</li> <li>• Rooms in a house</li> <li>• Items in a house</li> <li>• Describing a dream house</li> </ul>
Summer Term
<b>I love stories</b> <ul style="list-style-type: none"> <li>• Say how old you are – numbers to 10</li> <li>• Birthday parties</li> <li>• Superheroes and adjectives</li> <li>• Pirates</li> <li>• Directions</li> <li>• Fairies</li> <li>• Dinosaurs</li> </ul>

### 13.8. Speaking

Autumn Term
<ul style="list-style-type: none"> <li>Children develop a range of skills for preparing a 1- minute talk. They bring in and show listeners a favourite toy or item and tell them about it.</li> <li>Use relevant strategies to extend vocabulary.</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>Speak audibly and fluently with an increasing command of Standard English.</li> <li>Gain, maintain and monitor the interest of the listener(s).</li> </ul>
Spring Term
<ul style="list-style-type: none"> <li>Reading Aloud: Children develop reading skills. They read a prepared passage.</li> <li>Listening and Responding: Children develop a range of skills for preparing a 2- minute talk. They bring in and show listeners a favourite toy or item and tell them about it.</li> <li>Use relevant strategies to extend vocabulary.</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>Speak audibly and fluently with an increasing command of Standard English.</li> <li>Gain, maintain and monitor the interest of the listener(s).</li> </ul>
Summer Term
<ul style="list-style-type: none"> <li>Listening and Responding: Children learn to recite a chosen poem, sharing the content to the listeners.</li> <li>Children learn how to answer questions from a group after their talk.</li> <li>They also participate in a group discussion, joining in with comments and questions.</li> <li>Children develop reading skills. They read a prepared passage from the chosen story.</li> </ul>

### 13.9. Music

Autumn Term
<b>Musical Focus: Singing and Performance/ Harvest/ Carol Service</b> <ul style="list-style-type: none"> <li>• Sing songs from memory, unaccompanied, accompanied and in unison.</li> <li>• Sing as a group to perform to an audience with confidence.</li> <li>• Rehearse and perform with others. <ul style="list-style-type: none"> <li>• To create short sounds with varied dynamics that represent an animal.</li> <li>• To copy a short sound pattern.</li> <li>• To explore call and response using instruments</li> <li>• To create sound patterns using call and response</li> <li>• To perform different sound patterns with contrasting dynamics</li> </ul> </li> <li>• The children will perform a song on stage for the Harvest festival and Christmas concert</li> </ul>
Spring Term
<b>Musical Focus: Listening and Understanding</b> <ul style="list-style-type: none"> <li>• Begin learning to play the recorder.</li> <li>• Understand that music is written down in a special way and become familiar with quavers, crotchets, minims dotted minims and semibreves.</li> </ul> <b>Musical Focus: Singing and Performance</b> <ul style="list-style-type: none"> <li>• Sing and play as a group to perform to an audience with confidence.</li> <li>• Play simple rhythms and melodies.</li> <li>• Sing songs from memory.</li> <li>• Rehearse and perform with others.</li> </ul>
Summer Term
<b>Musical Focus: Listening and Understanding</b> <ul style="list-style-type: none"> <li>To read and clap a rhythm based on a phrase from a story.</li> <li>To hear, write and clap rhythms based on a phrase from a story.</li> <li>To use a rhythm in different ways to demonstrate structure.</li> <li>To create a structure using rhythmic patterns.</li> </ul> <p>To perform a group composition</p> <b>Musical Focus: Singing and Performance</b> <ul style="list-style-type: none"> <li>• Continue learning to play the recorder.</li> <li>• Continue learning about quavers, crotchets, minims dotted minims and semibreves.</li> <li>• Play simple rhythms and melodies.</li> <li>• Play as a group to perform to an audience with confidence.</li> <li>• Sing songs from memory.</li> </ul>

### **13.10. Outdoor Learning**

We are very fortunate to be surrounded by such beautiful woodland here in Danbury and every week we endeavour to give our children a first-hand experience of the natural world.

We are very proud of our past successes and can confidently say that our sessions bring out the best in every child; someone who lacks confidence in the classroom will set themselves challenges on outdoor learning and overcome hurdles they wouldn't in any other situation; a child who thrives academically will be challenged by different problem-solving tasks; all children will take more responsibility for their own work as well as their team's in an outdoor learning situation.

Activities range from exploring woodland, making dens, building bridges and dams, land art, learning about different species and habitats to making our own wormery. We go in all weathers, rain or shine, snow or thunder and always with a huge smile!

### 13.11. PSHRE (Personal, Social, Health and Relationships Education)

In KS1, we will be using our school values as a basis to all PSHRE lessons. Children will be encouraged to think about each theme and share their ideas in groups each week through stories, practical activities and discussions.

Autumn Term
<p><b>Relationships – <i>Be Yourself</i></b></p> <ul style="list-style-type: none"> <li>To apply a positive attitude towards learning and take on new challenges.</li> <li>To apply a positive attitude towards learning and take on new challenges.</li> <li>To talk about things that make me happy.</li> <li>To talk about things that make me unhappy or cross and have ideas about what to do when I have these feelings.</li> <li>To discuss how change and loss makes me feel.</li> <li>To share my thoughts and feelings with confidence.</li> </ul> <p><b>Relationships – <i>Digital Wellbeing</i></b></p> <ul style="list-style-type: none"> <li>To talk about ways in which the Internet is useful.</li> <li>To know how to balance screen time with other activities and understand why this is important.</li> <li>To know how to stay safe online.</li> <li>To explain why we keep personal information private.</li> <li>To know how to communicate online in ways that show kindness and respect.</li> <li>To understand that not everything on the Internet is true.</li> </ul>
Spring Term
<p><b>Living in The Wider World – <i>Diverse Britain</i></b></p> <ul style="list-style-type: none"> <li>To describe ways that I can help my school community.</li> <li>To describe ways that I can be a good neighbour.</li> <li>To identify things that help and harm my neighbourhood.</li> <li>To describe what it is like to live in the British Isles.</li> <li>To explore how people living in the British Isles can be different and how they are the same.</li> <li>To talk about being British and living in the British Isles.</li> <li>To know how contributing to the success of a group feels and store those feelings in my internal treasure chest (proud).</li> </ul> <p><b>Living in The Wider World – <i>Money Matters</i></b></p> <ul style="list-style-type: none"> <li>To explain the different forms money comes in.</li> <li>To explain where money comes from.</li> </ul>

- To explain how to keep money safe and why this is important.
- To explain choices I have about spending money and why it is important to keep track of what I spend.
- To explain the difference between things we want and things we need.
- To explain what happens when we go shopping.

#### Summer Term

##### **Health & Wellbeing – Growing Up**

- To name the main parts of boys' and girls' bodies.
- To understand how to respect my own and other people's bodies.
- To understand that we are all different and different people like different things.
- To talk about my family and others' families.
- To describe how I will change as I get older.
- To describe things that might change in a person's life and how it might make them feel.

##### **Health & Wellbeing – Safety First**

- To know how to stay safe and who can help if I feel unsafe.
- To know how to stay safe at home.
- To know how to stay safe when I am out and about.
- To keep myself safe in different situations with people I don't know.
- To know what I can share and what I should keep private to keep myself and others safe.
- To know who to go to if I need help.



## 13.12. Physical Education

### Autumn Term

#### Foot Coordination skills:

- **Football**
  - o Dribbling
  - o Passing
  - o Shooting
  - o Match situations: To learn positions, rules, to tackle and play against other teams
- Hand coordination skills.

#### Basketball/Netball

- Dribbling
- Passing
- Shooting
- Match situations: To learn different positions, different tactics, rules, to win possession, to defend and attack and to make quick decisions.

#### Cross Country Running

Long distance running techniques  
Stamina/performance focuses

### Spring Term

#### Dance:

Learning moving to the beat  
Different poses and positions  
Synchronisation  
Solo performances  
Different styles of music and rhythms

#### Gymnastics:

Rhythmical movements  
Synchronisation  
Solo performances  
Different positions and movements including Bridge, Handstands, Cartwheels, Forward Rolls etc.

#### Hockey:

- Dribbling
- Passing
- Shooting
- Match situations:
- Team tactics, positions, winning and losing, rules and tackling players.

#### Throwing/Targets:

- Underarm throwing
- Overarm throwing
- Targets- Nets, baskets, goals, hoops, lines, person.

#### Summer Term

##### **Tennis/Cricket/Rounders**

- Hitting/Striking-accuracy of hit, accuracy of swing, timing of swing, power of hit, direction of hit, height of hit, technique of swing, different bat/racquet.)
- Fielding- Catching, underarm and overarm throwing, positions, pick-ups, stances and run ups, bowling.

##### **Athletics**

- Different events-Javelin, over arm throw, long jump, sprint starts, sprinting, long distance races, rules, techniques, relays, baton changes, Olympics.
- SPORTS DAY

### 13.13. Citizenship and Religious Education

Autumn Term
<b>Autumn 1- Christianity</b> <ul style="list-style-type: none"> <li>Is it possible to be kind to everyone all of the time?</li> <li>What can I learn from stories from religious traditions?</li> <li>Should people follow religious leaders and teachings?</li> </ul> <b>Autumn 2- Christianity</b> <ul style="list-style-type: none"> <li>Why did God give Jesus to the world?</li> <li>Is God important to everyone?</li> </ul>
Spring Term
<b>Spring 1- Islam</b> <ul style="list-style-type: none"> <li>Does praying at regular intervals everyday help a Muslim in his/her everyday life?</li> <li>Who do I believe I am?</li> <li>Does it feel special to belong?</li> </ul> <b>Spring 2 - Christianity</b> <ul style="list-style-type: none"> <li>Is it true that Jesus came back to life again?</li> <li>Is God important to everyone?</li> <li>Are symbols better than words at expressing religious beliefs?</li> </ul>
Summer Term
<b>Summer 1- Judaism</b> <ul style="list-style-type: none"> <li>How important is it for Jewish people to do what God has asked them to do?</li> <li>Is God important to everyone?</li> <li>Should people follow religious leaders and teachings?</li> </ul> <b>Summer 2 – Judaism</b> <ul style="list-style-type: none"> <li>What is the best way for a Jew to show commitment to God?</li> <li>Should people follow religious leaders and teachings?</li> <li>Is God important to everyone?</li> </ul>

### 13.14. Swimming

Autumn Term
<ul style="list-style-type: none"> <li>• Water safety-Pool depths, correct entry, walk around pool side, no going under water without supervision, correct exit, and communication.</li> <li>• Water confidence-Splashing faces, swimming on front and back, blowing bubbles, large splashing.</li> <li>• Water safety, water confidence.</li> <li>• Swimming on back-Head back, body flat, lots of kicks, noodle for buoyancy.</li> </ul>
Spring Term
<ul style="list-style-type: none"> <li>• Swimming on front-Noodle for buoyancy, fast kicks, powerful legs and floppy feet. Using legs and possibly introduce arms.</li> <li>• Swimming on front games-Kicking, splashing, blowing bubbles, blowing float toys, mini races.</li> </ul>
Summer Term
<ul style="list-style-type: none"> <li>• Swimming with speed-Long legs, fast kicking, floppy feet and controlled body to swim in straight lines.</li> <li>• Swimming longer distances.</li> <li>• Stamina in swimming.</li> <li>• Swimming with arms in front crawl-Starting to learn correct technique, pull, hand shape, arm length, breathing technique.</li> <li>• Swimming games- Races, teams, individual, swimming underwear, retrieving equipment, collecting sinkables.</li> </ul>

### 13.15. Topic

Autumn Term
<p><b>Superheroes</b></p> <ul style="list-style-type: none"> <li>• <i>To name and locate the world's seven continents and five oceans.</i> Children to design a superhero. The superhero will then travel to the different continents on the map, exploring what they find there. E.g. Volcano in Asia, Save an animal in Africa.</li> <li>• <i>To use basic geographical vocabulary to refer to:</i> <i>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i> <i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i> Describe what the superheroes find in each place they visit using the basic geographical vocabulary.</li> <li>• <i>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i> The children's superheroes will have a tour of the UK and learn about Scotland, Wales, England and Northern Ireland. They will create headquarters in the capital cities.</li> <li>• <i>To 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.</i></li> <li>• <i>To devise a simple map; and use and construct basic symbols in a key.</i> Children to create a mission for their superhero to complete. They must draw a simple map with a key and then write instructions for the superhero to follow to complete the task. Each place they visit on the map must have problem for the superhero to solve.</li> <li>• <i>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</i> City of London and Jungle in Brazil. Compare where two superheroes live. Look at climate, buildings, transport and nature.</li> <li>• <i>To 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.</i> Weather watchers – superheroes need to know about the weather they are flying through! Talk about different weather patterns and how they might affect a superhero's travel.</li> <li>• <i>To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</i> Introduce the heroes from the past that we will learn about. Put them into a timeline on the wall.</li> <li>• <i>To learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of</i></li> </ul>

*life in different periods.*

Florence Nightingale – improved hospital care during the Crimean War. Showed healing and compassion. Create superhero nurse capes.

Mary Seacole – Jamaican-British nurse who travelled to help soldiers in the Crimean war, despite facing racism. Showed courage and resilience. Make a superhero travel map showing her journey to Crimea.

Compare Florence Nightingale and Mary Seacole.

Amelia Earhart – First woman to fly solo across the Atlantic. A fearless explorer. Build a superhero plane or flight goggles.

Sir David Attenborough – Naturalist and broadcaster who helps people understand and care for the environment. He speaks for nature. Create a fact file.

## Spring Term

### ***The Great Fire of London/ Let's Explore London***

- *To learn about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London].*

Learn about the Great Fire of London. Create a simple timeline of the fire. Explore the reasons the fire spread.

- *To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.*

Compare London in 1666 with modern day London using maps and photos.

Learn about Samuel Pepys.

- *Name, locate and identify the four countries and capitals of the UK.*

- *Learn about significant historical events, people and places in their own locality.*

Identify where London is in the world and the UK. Compare to where Essex is. Look at how close we are.

- *Use basic geographical vocabulary to describe human features.*

Identify the famous landmarks of London and locate them on a map of London.

- *Identify physical geography (river) and human geography (bridges).*

Look at where the River Thames runs through London and the different bridges that cross it. Learn about the importance of the River Thames to London.

- *To understand human geography – transport and settlement.*

Explore the different types of transport in London. Compare new and old transport.

*To understand geographical similarities and differences between the UK and a non-European place.*

Compare London and Nairobi.

Summer Term

**Pesky Pirates**

- *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.*

Create a map with a route on for the pirates to follow. Include mountains, rivers, forests, beaches, etc. Write instructions for the pirates to follow.

- *Name and locate the world's seven continents and five oceans.*

Use a world map to locate the Atlantic, Indian and Pacific oceans. Show where the Caribbean is (famous for Pirates).

- *To understand geographical similarities and differences between the UK and a non-European place.*

Compare a UK island (e.g. Isle of Wight) with a Caribbean Island.

- *To use basic geographical vocabulary to refer to key physical and human features.*

Sort pirate themed vocabulary into 'human' and 'physical' features.

- *To identify seasonal and daily weather patterns in the UK and hot/cold areas of the world in relation to the **Equator**.*

Identify where the Equator is. Compare sailing near the UK (stormy seas) with sailing near the Caribbean (sunny, tropical storms). Children to draw pirate ships in the different weather conditions.

- *To learn about significant individuals in the past who contributed to national/international history.*

Learn about Blackbeard (Edward Teach). Make a wanted poster.

- *To understand how we find out about the past.*

Look at old pirate maps, ships logs or paintings. Discuss facts vs myth. Use simple source analysis: 'What does this picture tell us?'

- *To explore events beyond living memory that are significant globally.*

Link pirates to the 'Age of Exploration' and why ships travelled far across the oceans. Place the pirates in a simple world timeline. Map routes the pirates sailed and look at the hardships at sea. Create diary entries for pirates.





## 14. Recommended Reading List

Please take the following as a guide and remember that reading should be a pleasure not a task. Encourage your child to read a wide range of material: fiction, non-fiction and poetry. If they are not enjoying a book, there are plenty of others.

Author	Title
Lauren Child	Clarice Bean That's Me
Richard O'Neill	The Lost Homework
The Dragonsitter	Josh Lacey
Jeanne Willis	Dr. Xargle's Book of Earthlets
Eoin Colfer	The Legend of Spud Murphy
Humphrey Carpenter	Mr Majeika
Berlie Doherty & Jane Ray	Classic Fairy Tales
Sandi Toksvig	Unusual Day
Philip Pullman	I was a rat!
Drew Daywalt	The Day the Crayons Quit
David Weisner	Tuesday
Raymond Briggs	Fungus the Bogymen
Janet & Allan Ahlberg	The Happy Families series
Paul Fleischman	Westlandia
Roald Dahl	The Giraffe and the Pelly and Me
Ursula Moray Williams	Gobolino the Witch's Cat
Enid Blyton	The Enchanted Wood
Samuel Langley-Swain	Don't look in this book
Anthony Browne	Gorilla
Chris Packham	Amazing Animal Journeys
Mary Hoffman & Caroline Binch	Grace & Family
Martin Waddell	The Toymaker
Martin Waddell	Once There Were Giants
Martina Selway	Don't Forget to Write
Laura Henry-Allain	My skin, Your skin
Joseph Coelho	Smile Out Loud: 25 Happy Poems

## 15. Useful Websites

<https://www.booktrust.org.uk/>

<https://www.lovereadings4kids.co.uk/>

<https://shop.scholastic.co.uk/childrens-books>

<https://www.nightzookeeper.com/en-gb/parents/>

<https://resource-bank.scholastic.co.uk/homelearning>

<https://www.coolmath4kids.com/>

<https://kids.nationalgeographic.com/>

<https://www.bbc.co.uk/bitesize/primary>