

<p><b>English</b>  <b>Autumn 1 Learning Journey</b>  Text: <i>Meerkat Mail</i>  <b>Outcome: Narrative</b>  <b>Autumn 1 Learning Journey</b>  Text: <i>Mama Panya's Pancakes</i>  <b>Outcome: Diary entry in role and a set of instructions</b>  <b>Autumn 2 Learning Journey</b>  Text: <i>All Aboard for the Bobo Road</i>  <b>Outcome: Letter in role and travel brochure for Burkina Faso</b>  <b>Autumn 2 Learning Journey</b>  Text: <i>Vlad and the Great Fire of London</i>  <b>Outcome: Diary entry in role</b></p> <p><b>Reading</b> - Whole class reading texts and Little Wandle texts for reading groups</p>	<p><b>Maths (NCETM)</b>  1.Numbers to 100  2.Calculations within 20  3.Fluently add and subtract within 10  4. Addition and subtraction of two-digit numbers (1)</p>	<p><b>Science</b>  <b>Animal life cycles:</b></p> <ul style="list-style-type: none"> <li>• Things that are living, move, feed, grow, reproduce and use their senses</li> <li>• Animals grow until they reach maturity and then don't grow any larger</li> <li>• Animals reproduce when they reach maturity (adulthood).</li> <li>• All animals die eventually</li> <li>• Different animals live to different ages</li> <li>• Different animals reach different sizes before they are able to reproduce</li> <li>• Different animals reproduce at different ages</li> <li>• Animals, including humans, have offspring which grow into adults</li> <li>• Exercise, eating the right amounts of different types of food and hygiene are important to maintain good health and wellbeing</li> <li>• Animals live in habitats in which they are suited.</li> <li>• Different kinds of animals and plants depend on each other within their habitats.</li> <li>• Animals get their food from plants and other animals. This can be shown in a food chain.</li> <li>• A food chain begins with a producer. This is often a green plant because plants can make their own food.</li> <li>• A living thing that eats other plants is called a consumer.</li> </ul>	<p><b>Geography</b>  <b>Non-European contrasting country - General geographical knowledge, position and significance, UK and Global</b></p> <p><b>Uganda</b></p> <p><b>Launchpad:</b> Take a sensory walk through an African town.  <b>Question:</b> How is where we live different from Uganda? And why?  <b>Investigate (skills):</b> How would we get to Uganda? What do maps tell us? How do I use an atlas? Identify places using maps, atlases, globes, aerial images &amp; plan perspectives, make maps, devise basic symbols, fieldwork, geographical vocabulary.  <b>Connect, compare and patterns:</b> What would it be like to live in Uganda? What might we see in Uganda? What is a Ugandan child's day like? How is it similar and different to ours?  <b>Conclusions:</b> How is Uganda similar / different to Romsey?  <b>Communicate (Goal):</b> Write to a Ugandan child, explaining what our local area is like and ask informed questions about Uganda.</p>
<p><b>PE</b>  <b>Creative - gymnastic-type activity</b>  -Perform actions and movement with control, coordination and variety with a clear start and finish.  -Choose and link actions; remember and repeat accurately and consistently; find and use space safely, with an awareness of others; use the four basic shapes in sports specific gymnastic moves.  -Use different parts of their body and stretch, tense muscles to ensure balance, coordination and travel.  -Describe how balance and coordination is involved in linking their movement phrases and the importance of a start and finish  <b>Games - Co-operative activities</b>  -Perform fast, medium and slow speeds individually and collaboratively as part of a team in athletic activities; link running and jumping activities with some fluency, control and consistency in athletic activities and collaboratively in team activities.  -Repeat and refine linked jumps; take part in a relay activity, showing an understanding of decision making on when to run and what to do; send a variety of objects, understanding how to change their action for accuracy and distance.  -Communicate an understanding of how to run, send and jump in different athletic activities and explain how to use different means of measure to improve on previous performance  <b>Creative - dance</b>  -Perform body actions with control and coordination; choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling.  -Link actions, remember and repeat dance phrases; perform short dances, showing an understanding of expressive qualities; describe the mood, feelings and expressive qualities of dance.  -Suggest ways they could improve their work  <b>Athletic</b>  -Show awareness of opponents and teammates when playing games; perform basic skills of rolling, sending, receiving, striking with more confidence.  -Apply these skills in a variety of simple games; make choices about appropriate targets, space and equipment; use a variety of simple tactics.  -Describe how their body works and feels during games.  -Work well collaboratively to improve their skills.</p>	<p><b>Year 2</b></p> <p><b>Autumn Term</b></p> <p><b><u>Contrasting Romsey to Uganda.</u></b></p> <p><b><u>Are we all different?</u></b></p>		<p><b>History</b>  <b>Pupils should be taught about events beyond living memory that are significant nationally or globally</b></p> <p><b>Great Fire of London</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about what happened during The Great Fire of London</li> <li>• Use a range of sources to find out about the events of The Great Fire of London</li> <li>• Order events from The Great Fire of London in a chronological order</li> <li>• Ask questions about the past</li> <li>• Say why events happened in The Great Fire of London</li> <li>• Talk about key people in the fire of London and the role of Samuel Pepys and King Charles II</li> <li>• The Goal: To write a chronological report about what happened in The Great Fire of London</li> </ul>
	<p><b>Design Technology</b>  To design, sew and evaluate a bag using African printed patterns.  <b>Generate</b> ideas from their own and others' experiences.  -Explore and evaluate a range of existing products.  <b>Design</b> purposeful, functional, appealing products for themselves and other users based on design criteria.  - Communicate ideas using a variety of methods, including drawing and models.  - Plan by suggesting what to do next as ideas develop.  - Know that the product needs to be made from the materials that are suitable for the job. Know that textiles have different properties (feel, texture, insulation, waterproof.)  - Select the appropriate textile so that it does the job well.  <b>Make:</b> a textile that is finished well and does the job it was made for.  - Decorate my product, or add detail.  - Join textiles using glue, staples, tying or a simple stitch.  <b>Evaluate</b> their ideas and products against design criteria. Identify what they could have done differently and how they could improve their work in the future.  <b>Technical Knowledge:</b>  - Explore how products can be made stronger so they are fit for purpose.</p>	<p><b>ICT - Computing</b>  <b>Google Slides presentation of recount of Hillier's:</b> Use technology to organise digital content purposefully.  <b>Data handling:</b> Use technology to edit, input and change how data is presented.</p> <p><b>PSHE (Jigsaw):</b>  <b>Being me in my world</b></p> <ul style="list-style-type: none"> <li>• Picture/text discussion: It is unfair to disturb other people when they are working because it stops them from learning.</li> <li>• Picture/text/discussion: A helpful choice would be to make sure we look after the things in our classroom and keep it tidy. An unhelpful choice would be not taking care of our classroom. If we don't look after the things we use they might break.</li> </ul> <p><b>Celebrating difference</b></p> <ul style="list-style-type: none"> <li>• Some people get bullied because they look different. They might have different coloured skin or wear glasses.</li> <li>• It feels special to have a friend because I have somebody that I can share things with. People don't have to be the same to be friends. It is important that we are all special and unique.</li> </ul>	
<p><b>RE</b>  <b>Concept: Creation Context: Who made the World?</b>  Enquire : Explain what the creation story tells Christians about God  <b>Concept: Incarnation Context: Why does Christmas matter to Christians? (digging deeper)</b>  Evaluate and Apply: Evaluate by thinking what lessons they and others</p>	<p><b>Art</b>  <b>Ugandan inspired printing</b>  Examine Ugandan patterns/textiles with repeating patterns. Create printing blocks.  Monoprinting - animals  <b>Printing</b> - print with a grown range of objects, identify different forms  <b>Pattern</b>- experiment by arranging, folding repeating, overlapping, regular and irregular patterning, discuss regular and irregular</p>	<p><b>Music - Rhythm Games</b></p> <ul style="list-style-type: none"> <li>- Listening and responding to music games</li> <li>- <b>Harvest Performance opportunity</b> - Singing a song for the Harvest Service in Romsey Abbey - pitching voices together</li> </ul> <p><b>African Songs</b> - Call and Response  <b>African Drumming</b> - call and response rhythmic patterns - Performance opportunity to</p>	

might learn from the Christmas story

**Colour** - begin to describe colours by objects

**Texture** - textiles

**Goal:** Children have created their own printing blocks after exploring a range of African patterns/textiles.

parents

Simple rhythmic patterns using crotchets and quavers,

- **Christmas Production** - Performance opportunity- to perform the Christmas play to KS2 and to parents. Children learn how to use their voices in different ways to create different types of music and emotions - lullaby - celebratory etc.