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| **The Circus is in Town** | | | | | | |  |
| **SUMMER 1** | 12th April | 19th April | 26th April  **Assessment week** | 3rd May  Bank holiday Monday | 10th May | 17th May  **Parents Evening** | 24th May |
| English | The Singing Mermaid  Commas in lists | The Singing Mermaid  Commas in lists | Assessment  Commas in lists, adverbs | Year 1 and 2 Paddington at the Circus | Year 1 and 2 Paddington at the Circus | Year 1 and 2 Paddington at the Circus |  |
| Guided / whole class reading | Year 2 - A Bear Called Paddington | Year 2 - A Bear Called Paddington | Guided reading |  |  |  | Guided reading |
| Science  Biology    Snap Science  Plant Detectives  Followed by Looking at Animals | Learning Progression:  Y2 Make comparison between basic features or components of objects, living things or events to support identification and/or classification.  Sort and group objects, living things or events on the basis of their observations and explain why.  Identify differences, similarities or changes within things to do with science.  Make drawings of things in the real world. Gather and record data in appropriate ways with increasing independence to help in answering questions. | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |  |
| Snap Science Lesson 1  Identifying, drawing and labelling plants.  Are plants living or not living? | Either Snap Science Lesson 2 – could go to nature reserve or Snap Science lesson 3 – Similarities and difference in plants | Similarities and differences between plants.  Look at variety of flowers and seeds. Compare. Plant some seeds for allotments. Roots | What makes a tree a tree?  Snap Science lesson 5 | How are our plants growing?  Write a report about them? Add to the allotment? | Who’s who in the Animal World?  Snap Science lesson 1 |  |
| History/Geography Focus  (Topic) | Learning Progression: **The lives of significant individuals in the past who have contributed to national and international achievements. (Statutory)**  Y2 Puts at least 3 people, events or objects in order using a given scale. Uses information to describe the past. Ask questions about the past such as: ’what was it like for a ….?’, ‘what happened in the past?’, ‘how long ago did ….happen?’ Uses evidence to explain reasons why people in past acted as they did. | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Philip Astley – Circus then | Time line of circus modern and adding any significant dates we remember. | Circus then and now comparison | The travelling circus (different modes of transport changes) | Animals in the circus | Circus debate- animals or no animals? Why do you think modern circuses have no animals? Joanna Lumley – born free | Circus debate- animals or no animals? Why do you think modern circuses have no animals? Joanna Lumley – born free |
| DT  Puppets Textiles  Focus  Templates and joining techniques | Learning Progression:  Y2 DT Join textiles using running stitch. Colour and decorate textiles using a number of techniques To identify a purpose for what they intend to design and make  To identify simple design criteria To make simple drawings and label parts Talk about their ideas, saying what they like and dislike about them. | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week7 |
| Investigate and Evaluate puppets | Focused tasks 1  Choosing fabric, making templates/ patterns  Joining staples | Focused tasks 2  Joining sewing | Design puppet | Make template add details | Make join together | Finish and evaluate |
| Music  Charanga Y2 units  UN - 238042  PW – Maylandsea20 | Learning Progression:  Y2 Perform simple patterns and accompaniments keeping to a steady pulse. Understand how to control playing a musical instrument so that they sound, as they should. Recognise and explore how sounds can be organised. Respond to starting points that have been given. | | | | | |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Friendship song- Listen and appraise | -  Learn the song, find the beat | -  Introduce instrument and notes | -  Learn to play along to the song with the instrument | -  Learn to play along to the song with the instrument | -  Learn to play along to the song with the instrument | – perform the song. |
| PE | Learning Progression:  Y2 Games - Improve the way they coordinate and control their bodies and a range of equipment. Remember, repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise and describe what their bodies feel like during different types of activity | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Indoor PE - Dance  Outdoor PE – Athletics - Sportastic | | | | | | |
| French | Y2 Listening Recognise some of the words taught when spoken out loud by the teacher Speaking Say & repeat standard language (sometimes asking for words or phrases to be repeated Reading Read and understand short written phrases. Read out loud familiar words and phrases.  Culture Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Revisit colour pronunciation |  | Je m’appelle…  Comment tu t’appelle? |  | Use colour words  Speaking and listening |  |  |
| PSHE  Relationships | Y2 I can identify some of the things that cause conflict between me and my friends. I understand my relationship with each of them and know why it is important to share and cooperate. I know which types of physical contact I like/dislike or are appropriate/not appropriate and can talk about them. I can express/accept appreciation. | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|  | Families  Making Friends |  | Greetings / People Who Help Us |  | Being My Own Best Friend  Celebrating My Special Relationships |  |
| RE- Special ways of living (Christianity and Hinduism) | Learning Progression:  Y2 talk about some of the things that that are the same for different religious people talk about what is important to me and to others with respect for their feelings | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Holi Hinduism |  | Hinduism, |  | Lord’s Prayer |  | Parables |
| Computing  Publishing - poster | Learning Progression:  Y2 Know that they need to check information before uploading. Know that the internet can be viewed by anybody and that secure areas of the school website can only be viewed by people connected to school. Enter and correct text developing typing speed. Know when and how to use the SPACE BAR. Know when and how to use the RETURN / ENTER key. Move words down the screen. Word process changing the font, font size, colour and adding images. Use cut, copy and paste. Correct and edit pictures using appropriate tools like UNDO. Save work and use at a later date. | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Look for images related to a circus, using the Kiddle search engine, can we save them onto Publisher? | Look at a main heading for the poster, change font and colour. | Make sure photos and text are in the create place for poster and then collect some adjectives to help describe the circus ready for the following week’s lesson. | Insert text box with information … ticket price, acts that can been seen. | Insert text box with information … ticket price, acts that can been seen. | Add any extra images that might enhance their poster and check that it would be ready to place on the internet or be put up for people to see. Why does it need to be checked? | Print poster and write a few sentences of the tools they used to create it and why it is important to check their work before it is printed. |
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| **The Circus is in Town** | | | | | | | |  |
| **SUMMER 2** | 7th June  Non pupil day Monday | 14th June  Assessment week | | 21st June  Sports week | 28th June | 5th July | 12th July | End of year |
| English | Write a nonsense and humorous poems – limericks  Silly poems - Hamilton  Avoid using ‘and’, ‘but’ or ‘so’ after a full stop | Write consistently in ‘past’ or ‘present’ tense  Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was thinking, she is dancing | | Write a nonsense and humorous poems – limericks  Silly poems - Hamilton | Welcome to the Circus  Bug Club book / Skills and Thrills Collins Big Cat  NC report | Welcome to the Circus  Bug Club book / Skills and Thrills Collins Big Cat  NC report | The Black Hat Literacy shed |  |
|  | Guided reading | Guided reading | | The Bear and the Piano | The Bear and the Piano | The Bear and the Piano | Guided Reading |  |
| Science  Biology | Learning Progression:  Y2 Make comparison between basic features or components of objects, living things or events to support identification and/or classification.  Sort and group objects, living things or events on the basis of their observations and explain why.  Identify differences, similarities or changes within things to do with science.  Make drawings of things in the real world. Gather and record data in appropriate ways with increasing independence to help in answering questions. | | | | | | | |
| Week 1 | Week 2 | | Week 3 | Week 4 | Week 5 | Week 6 |  |
| Amphibians and reptiles  Snap Science Lesson 2 | Insects (Butterflies) | Fish | | Birds (The Owl who was afraid of the dark)  Link to nocturnal | Mammals (focus on circus)  Food | Mammals (focus on circus)  Movement |  |
| Geography focus – travelling circus, including local area.  (Topic) | Learning Progression:  2 Use world maps, atlases and globes to identify the United Kingdom and its countries.  Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. | | | | | | | |
| Week 1 | Week 2 | | Week 3 | Week 4 | Week 5 | Week 6 |  |
| Look at our local area maps, where are we, what villages are close to us? Using compass points (Yr 2) | The travelling circus where can they go? Can we plot a local area traveling circus? | | The modern day circus – cirque de soleil 1894 | The modern day circus – cirque de soleil, - acrobatic terms. | Look at Europe – travelling circus  Can you plot a European Circus? Using compass points (Yr 2) | Plan your own circus |  |
| Art  Animals Printing | Learning Progression:  Y2 Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary.  Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.Design patterns of increasing complexity and repetition.  Print using a variety of materials, objects and techniques.. | | | | | | | |
| Week 1 | Week 2 | | Week 3 | Week 4 | Week 5 | Week 6 |  |
| Sketching animals  <http://www.hellokids.com/c_12502/drawing-for-kids/drawing-lessons-for-kids/how-to-draw-circus/how-to-draw-a-circus-lion> | Sketching animals | | Sports week | Sketching figures | Printing | Printing |  |
| Music  Carnival of the Animals | Learning Progression:  Y2 Perform simple patterns and accompaniments keeping to a steady pulse. Understand how to control playing a musical instrument so that they sound, as they should. Recognise and explore how sounds can be organised. Respond to starting points that have been given. Explore changes in pitch to communicate an idea. | | | | | | | |
| Week 1 | Week 2 | | Week 3 | Week 4 | Week 5 | Week 6 |  |
| Listen to different forms of Circus music- Listen and appraise | Listen to the carnival of the children draw pictures to the song. What animals do they think they can hear? | | Discuss what music we think would match different animals. Explore different instruments. | Begin to create music to represent a chosen animal in a group. | Decide on piece of music and explore how to write it down a music to read and copy for the following week. | Perform in a group the piece of music chosen to represent their given animal. |  |
| PE | Learning Progression:  Y2 Gymnastics - Choose, use and vary simple compositional ideas in the sequences they create and perform. Improve their work using information they have gained by watching, listening and investigating.  Athletics - Change speed and direction. Link running and jumping. Throw accurately. Choose when to run and when to jump. Select which throwing technique to use for accuracy and distance. | | | | | | | |
| Week 1 | Week 2 | | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Indoor PE – Hedgehog and Butterfly – Gymnastics  Indoor PE – Ladybird - Dodgeball  Outdoor PE - Ladybird, Butterfly and Hedgehog – Atheltics – running, jumping, throwing | | | | | | | |
| French | Learning Progression:  Y2 Recognise some of the words taught when spoken out loud by the teacher. Read out loud familiar words and phrases. Read and understand short written phrases. To begin to demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. plus use books or glossaries to find out the meanings of new words. | | | | | | | |
| Week 1 | Week 2 | | Week 3 | Week 4 | Week 5 | Week 6 |  |
| Colours | Numbers | | Songs and games | Body parts | Songs and games | At school in France |  |
| PSHE  courage | Learning Progression:  Yr 2 I I understand about the natural process of growing from young to old and recognise that this is out of my control. I recognise the physical differences between boys and girls and can use the correct vocabulary. I recognise that some parts of my body are private. I am confident to say what I like and what I don’t like and can ask for help. I can start to think about changes I will make when I am in Year 3 and how to go about this. | | | | | | | |
| Week 1 | Week 2 | | Week 3 | Week 4 | Week 5 | Week 6 |  |
|  |  | |  | Private parts of body |  | Moving to year 2/ 3 |  |
| RE  RE- Special ways of living (Christianity and Hinduism) | Learning Progression:  Y2 I talk about some of the things that that are the same for different religious people.  talk about what is important to me and to others with respect for their feelings | | | | | | | |
| Week 1 | Week 2 | | Week 3 | Week 4 | Week 5 | Week 6 |  |
| What happens in a church on Sunday? What does a vicar do on Sundays and week days? Why does he or she live in this way? |  | | Sports week |  | Worshiping at a Hindu Mandhir |  | Rakhi friendship bracelet  (twinkl) |
| Computing | Learning Progression:  Y2 Select and use appropriate tools to create pictures and patterns. Begin to add basic effects to sections of text changing the font size and colour. Continue to take photographs developing independence. Record videos for a range of purposes. Use a range of tools to independently record sound. Use a computer to compose record basic rhythms | | | | | | | |
| Week 1 | Week 2 | | Week 3 | Week 4 | Week 5 | Week 6 |  |
| Take photos | Add text to the photo  Yr 2 – add images or shapes onto the photo | | Record sound that could go with the photo | Add the sound to the photo ( use PowerPoint) | Use 2 simple music | Use 2 simple music to create a circus themed tune. |  |