

Year 2 Long Term Plan

Term	Autumn 1 Lost in the City	Autumn 2 Dragons	Spring 1 Jetting out of Here	Spring 2 Under the Ground	Summer 1 Story Time	Summer 2 Oh I do like to be besides the sea
Author	<i>Alex T Smith</i>	<i>Anthony Brown</i>	<i>Oliver Jeffers</i>	<i>Jeanne Willis</i>	<i>Roald Dahl</i>	<i>Malorie Blackman</i>
Visits	Drama visitors - Great Fire of London	Christingle - Thurcroft Church		National Coal Mining Museum		Filey
Science	<p align="center">EVERYDAY MATERIAL</p> <p>What is it made from?</p> <p>To be able to identify a variety of materials and sort them according to a variety of criteria</p> <p>Can materials change shape?</p> <p>To identify that some materials can change shape by squashing, bending, stretching and twisting, and others can't.</p> <p>Why can't a window be made of wood?</p> <p>To identify the suitability of materials for a variety of purposes.</p>	<p align="center">EVERYDAY MATERIALS</p> <p>Science Investigations cont...</p> <p>Ice, will it last forever?</p> <p>The children will plan, predict, observe and report the outcomes of an investigation to find out if ice will last forever. The children will observe the process and effects of melting.</p> <p>Which materials keep us warm?</p> <p>The children will plan, predict, observe and report the outcomes of an investigation to find which materials keep us warm. The children will test to find out if a material is an insulator/non-insulator.</p>	<p align="center">ANIMALS AND THEIR HABITATS</p> <p>How do we know something is living?</p> <p>To be able to identify things that are living, things that are dead and things that have never been alive.</p> <p>Children will begin to identify some life processes which indicate that animals and plants are alive. They will then identify and sort objects and organisms into group: living and non-living things</p> <p>Where do animals live?</p> <p>To understand that living things need to live in suitable habitats.</p> <p>Children will learn about what a habitat is, and what animals and plants</p>	<p align="center">PLANTS</p> <p>What do healthy plants look like?</p> <p>The children will recap their previous knowledge about the parts and their functions. Show a range of plants (healthy/unhealthy). The children will discuss what a healthy plant looks like.</p> <p>What is inside a bulb/seed?</p> <p>To understand that plants can be grown from seeds or bulbs. Children will learn about seeds and bulbs. The children will learn what is inside a seed/bulb and what helps it to grow.</p> <p>Why are dandelions everywhere?</p> <p>To be able to explain why and how seeds are dispersed.</p>	<p align="center">ANIMALS INCLUDING HUMANS</p> <p>Who is my mummy? /Where is my Mummy?</p> <p>To find out about the offspring of a variety of different animals.</p> <p>Children will consider why animals have babies, then match parent animals to their offspring.</p> <p>Book Link- Monkey Puzzle</p> <p>How was I born? Did I come out of an egg?</p> <p>To find out about the different ways in which animals reproduce.</p> <p>Children will begin to learn about how animals who give birth to live offspring, and those who lay eggs, reproduce. They will then match and sort animals</p>	<p align="center">ANIMALS AND THEIR HABITATS</p> <p>Why do animals live in Rockpools?</p> <p>To explore the plants and animals that live in seaside habitats.</p> <p>Children will identify features of seaside habitats and discuss which plants and animals might live in it, and where. They may then either identify and name a variety of organisms, or sort organisms into those found in seaside habitats, and those found in other habitats.</p> <p>Link to trip to Filey</p> <p>Science Investigation</p>

	<p>Science Investigations</p> <p>Which Material would be best to rebuild London after the Great Fire?</p> <p>The children will plan, predict, observe and record their findings to identify which material would be best to re-build London.</p>	<p>The children will report on the outcomes of the investigations.</p>	<p>need to survive in them. They will then identify and group animals by their habitats.</p> <p>Why do Pandas live in mountains</p> <p>To be able to explore plants and animals in an unfamiliar habitat.</p> <p>Children will identify characteristics of animals which give clues about the habitats they live in. They will then discuss what a variety of habitats are like, then either describe what they provide for the organisms that live in them, or how organisms are adapted to suit their habitat.</p>	<p>Children will learn about fruits: The seeds they contain and some ways in which they are dispersed.</p> <p>How does a plant grow? (life cycle)</p> <p>The children will learn the life cycle of plant. The children will demonstrate their learning by creating a life cycle diagram.</p> <p>Science Investigation. Does a plant need sunlight to grow?</p> <p>The children will plan, predict, carryout and record the results of an investigation to prove that plants need sunlight to grow.</p> <p>Can a plant drink any liquid to stay healthy?</p> <p>The children will plan, predict, carryout and record the results of an investigation to prove that plants need water to grow.</p>	<p>according to various criteria.</p> <p>What is Frogspawn?</p> <p>To learn about the life cycle of a frog.</p> <p>Children will learn the stages of a frog's life - frogspawn, tadpole, frog-let, frog.</p> <p>The children will learn what tadpoles and frogs need in order to survive.</p> <p>Science Investigation. How will I change as I get older?</p> <p>To explore how humans grow as they get older.</p> <p>Children will learn about ways in which the body grows over time, then either describe some changes in their own words, or conduct a height investigation.</p> <p>What do I need to survive?</p> <p>To find out what animals, including humans, need to survive.</p> <p>To explore the environment as a factor of survival for animals, including humans.</p> <p>Children will think about the basic needs of animals,</p>	
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Geography	<p>Where are the capital cities of the UK? Use a simple map of the UK to name the four countries in UK & locate them.</p> <p>What will we find in a capital city? Identify the characteristics of the capital cities of the UK Identify/label/compare physical and human features of 2 places.</p> <p>Map skills</p>		<p>Where in the world is it? Retrieval of continents. China is part of Asia. Retrieval of learning on 'Where do I live?' (Thurcroft, Rotherham, UK). Link to scale in terms of the world. Name and locate seven continents and five oceans on a world map. Locate the UK and recap that it is part of Europe. Locate China and establish that it is a country within Asia. Use maps/glob/atlas to name and locate continents/</p>			<p>Where are the seaside towns? Locational knowledge - Name, locate and identify seaside towns of the UK On own map mark out known seaside towns Use compass points N,E,S,W Recap knowledge of capital cities - which seaside town is nearest to London, Cardiff, Belfast, Edinburgh</p> <p>What will we find at the seaside? Place knowledge & human and physical geography Identify human and</p>

	<p>Create and use a map with a simple key to identify features of London</p> <p>Draw a map with a key</p> <p>Use the four compass points to navigate around a map</p> <p>Compare and contrast areas</p> <p>Compare Thurcroft to London (Geographical similarities and differences through studying human and physical geography of a small area in the UK)</p> <p>Identify physical and human features of seaside. Look at Arial maps and locate features of London</p>		<p>north pole/south pole/ equator.</p> <p>What is it like in China?</p> <p>Retrieval of learning on London, that it is the capital city of the UK.</p> <p>Explore some of the cultural features of China.</p> <p>Describe some features of the Chinese way of life.</p> <p>Explore some Chinese celebrations and traditions.</p> <p>How are these things similar or different to the UK?</p> <p>Introduce Beijing as the capital city of China.</p> <p>What is it like in China?</p> <p>Human features.</p> <p>Begin to understand that there are different groups of people in China and some live in traditional towns and villages and some live in modern cities</p> <p>Use photos and other evidence to explore some human features</p> <p>Great wall of China</p> <p>Use Google Earth, books and photographs to compare human features of Beijing compared to London</p> <p>What is it like in China?</p>		<p>physical features of the seaside</p> <p>(Geographical similarities and differences through studying human and physical geography of a small area in the UK)</p> <p>Identify physical and human features of seaside.</p> <p>Look at Arial maps and locate features of Filey</p> <p>Why is the seaside different in winter?</p> <p>How daily or seasonal weather patterns can affect life in a place, and can explain what happens in a given place during the different seasons.</p> <p>Map skills</p> <p>Create and use a map with a simple key to identify features of Filey, eg, North Sea, beach, field, cliff, path, different buildings. I can compare this with a map created of the local area around our school, eg, houses, roads, buildings.</p> <p>Compare and contrast areas</p> <p>Compare Thurcroft to Filey (Geographical similarities and</p>
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			<p>Physical features Rivers What is the weather like there? Use photos and other evidence to explore some physical features Use Google earth, books and photographs to compare physical features compared to London</p> <p>Links between China and the rest of the world. Consolidate understanding of China, and learning over previous lessons. Extend to thinking about interconnections. How does China link to the rest of the world? Eg, things like travel and trade. The human processes that link us. Would the children prefer to live in a busy city with lots of interconnections (like Beijing), or a more traditional, rural area?</p>			<p>differences through studying human and physical geography of a small area in the UK) Identify physical and human features of seaside. Look at Arial maps and locate features of Filey</p> <p>Use the four compass points to navigate around a map, eg, by identifying what is east of the brigg, south of the pool, north of the golf course, west of the sailing club.</p>
History	<p>Can we work out how the fire started? Use evidence to find the answers to when? Where? How? Enquiry using evidence - Artefacts and 'clues' for children to investigate and make conclusions</p>	<p>Who was Guy Fawkes?</p> <p>Understand and use the words past and present when telling others about an event.</p> <p>Order and sequence events studied using</p>		<p>What was coal mining and where and when did it happen in Thurcroft?</p> <p>Slow reveal of picture or artefact linked to coal mining; Key questions - What is it? What is it used for?</p>	<p>How do we know what seaside holidays were like 150 years ago? 50 years ago?</p> <p>Photos, postcards, diaries, interviews, paintings Statements and evidence task</p>	

	<p>about how the fire started, eg, newspaper cutting from the date of the fire, a piece of charred wood, a photograph), a map, a diary extract, picture of a baker making biscuits. Encourage children to think about what information we can find out from all of these different sources.</p> <p>Cause and consequence</p> <p>Who was Samuel Pepys and why was he important during the Great Fire of London? Samuel Pepys Picture reveal - what is happening? What is he doing? Look at further evidence - x-ray images of artefacts. BBC Watch Magic Grandad - Samuel Pepys - Great Fire of London - YouTube</p> <p>The Great Fire of London Episode 1 History KS1 BBC Teach - YouTube</p> <p>Find out about Samuel Pepys' experience of the fire.</p> <p>Interpretation</p>	<p>their own and class timeline.</p> <p>Use information to describe the events, people in the past.</p> <p>Recount the main events from a significant event in history.</p> <p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to research/find out about the past.</p> <p>Describe objects, people or events in history.</p> <p>How does? Why does? How do you know? How can you find out...? What clues are there?</p> <p>Put Gunpowder plot on timeline.</p>		<p>Where do you think it come from? How do you think we get it?</p> <p>Why was coal mining so important? ie, coal is used to create heat, used for cooking and for heating iron. This heat causes water to boil (again for cooking), which then produces steam (for transport & machinery).</p> <p>Show evidence of mining in the local area - Thurcroft colliery (1909-1992), Dinnington Pit</p> <p>History of Thurcroft colliery: https://thurcroftcolliery.weebly.com/history-of-thurcroft-pit-1.html</p> <p>Coal and the Industrial Revolution: https://www.bbc.co.uk/bitesize/articles/zpfy3j6#zvr-c96f (includes dangers of working in the mines - Q2 below)</p> <p>Why was coal mining dangerous? What were the most dangerous factors of working down the pit?</p> <p>To research the dangers of coal mining and understand why some animals were important to miners. Talk about the different jobs</p>	<p>Write questions to ask a 'granny' about what it was like for her as a girl at the seaside</p> <p>Interview a 'granny'.</p> <p>Introduce Kathryn Ferry, a real-life historian who studies the history of the seaside and Victorian times. (slide with info on about Kathryn Ferry, have her book? Keep referring back to throughout to help us to find out what seaside holidays were like in the past).</p> <p>What was a visit to the seaside like 150 years ago?</p> <p>Clothes and entertainment in Victorian times</p> <p>Sorting similarities/differences between seaside holidays then and now</p> <p>Talk about the disadvantages and advantages of holidays in the past and now</p> <p>Queues, traffic, pollution, sunburn</p> <p>How have seaside holidays changed over the past 150 years?</p> <p>Differences in clothing, beach activities, method of</p>	
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	<p>What are the sequence of events of the Great Fire of London?</p> <p>Using the evidence gathered so far ...</p> <p>Story-telling and picture sequencing in chronological order.</p> <p>Look at the evidence we have so far about the fire (photos, artefacts, diary extracts).</p> <p>Consider the involvement of different people in the fire, and how they might have been feeling.</p> <p>Interpretation</p> <p>Why did the fire spread so quickly and keep on burning?</p> <p>How long did the fire last?</p> <p>Look for evidence to find four reasons why the fire continued to spread. Eg, materials of the houses, lack of an organised fire service, the weather, communication between different people involved. Children will begin to compare some of these aspects of life in 1666 to that of modern-day life.</p> <p>Cause and consequence</p> <p>How was it eventually put out?</p>			<p>that children had to do underground and how the family had to work together</p> <p>National Coal Mining Museum visit? Experience life down the pit</p> <p>What might mining life have been like in Thurcroft? How is that different to life today? Why was mining important in Thurcroft?</p> <p>Chronology</p> <p>What was life like for mining families? How does this compare to my family?</p> <p>Life as a coal miner (1941): https://www.youtube.com/watch?v=zc9FhQ7gL2Q</p> <p>Pit top (1992): https://www.youtube.com/watch?v=FzQtjbTkaNQ - visit to the Thurcroft colliery site (pit top)</p> <p>Thurcroft colliery photos: https://thurcroftcolliery.weebly.com/pit-photos-1.html</p> <p>What did mining bring to the people of Thurcroft/Dinnington?</p> <p>Employment in Thurcroft, Housing built</p>	<p>travel, destinations</p> <p>Victorian, 1960's, today</p> <p>Sort family album out (time line) explain their choices</p> <p>What is the same/different between the years? (continuity and change)</p> <p>How have seaside holidays changed over the past 150 years? (Cont.) Change and continuity</p> <p>look at photos from 50 years ago. Is this Victorian times?</p> <p>How do the children know? What evidence can they see?</p> <p>Who was Grace Darling and why is she remembered?</p> <ul style="list-style-type: none"> - learn about her life story and sequence images - retell through drama - retell through writing a report about her life - Answer the question why was Gracie Darling remembered through discussion/written task? - comparison to modern day sea rescue - RNLI (comparison of life in different periods) 	
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	<p>Look at evidence to see how people tried to put out the fire. What did King Charles, Samuel Pepys, The Mayor, Thomas Bludworth do to help? What did they do that might have made it worse? Cause and consequence</p> <p>Is London a better/safer place to live now? Why do you think this? How did the fire affect the people who experienced it? How was London changed by the fire? How was it rebuilt so the disaster didn't happen again? Think about why it spread so quickly (evidence based) what would need to be changed. Include the development of the first fire engines. Cause and consequence</p>			<p>for Thurcroft mining families from 1913 onwards. 1916 a railway line was laid into the village so that building bricks for the houses could be transported quickly.</p> <p>Trip recount?? Relate to life in Thurcroft now</p> <p>How did coal mining develop and change over the years? How did working conditions in the mines change? What were the consequences of this?</p> <p>Chronology</p> <p>Jobs from the past - mine trapper (children): https://www.youtube.com/watch?v=PFZiw3Eq3EY</p> <p>Mining photograph sorting: Victorian mining, 1900's and now. How do we know?</p> <p>How is coal mining different today? How has it developed over the years? Why did coal mining decline? Eg, high costs, cheaper imports, pollution (there ae cleaner</p>		
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				<p>alternatives), dangerous, increase in popularity of alternative power, eg, electric. (modern mining information below)</p> <p>History of coal mining in pictures: https://www.theguardian.com/environment/gallery/2015/dec/18/coal-mining-britain-brief-history-in-pictures</p> <p>How was coal mining significant in Thurcroft?</p> <p>Significance</p> <p>Consider previous learning and evidence gathered over the previous questions.</p> <p>Mining was a big part of Thurcroft's history and helped to shape the village, however the end of mining in the village led to job losses and economic challenges for people living in the village. Discussion point: mining was good for the village, but also bad in some ways.</p> <p>Reasons that coal mining was so important in Thurcroft. It was a key</p>		
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				driver of industrial growth in the area:		
ICT	Computer systems and Networks What is IT? IT in school. It in the world The benefits of IT Using It safely Using IT in different ways.	Creating media Digital photos Taking photographs Landscape or portrait? What makes a good photograph? Lighting Effects Is it real?	Robot Algorithms Giving instructions Same but different Making predictions Maps and routes Algorithm design Break it down	Data and Information Counting and comparing Entering data Creating pictograms What is an attribute? Comparing people Presenting information	Creating Media Digital music How music makes us feel. Rhythms and patterns How music can be used. Notes and tempo Creating digital music Reviewing and editing music	Programming – Programming Quizzes Scratch recap Outcomes Using a design Changing a design Designing and creating a program Evaluating
DT	Food & Nutrition Making bread related to Pudding Lane Bakery Present their food product to impress the intended user Cook their product to change the nature of the raw ingredients Use a range of small tools - Weigh and measure ingredients accurately Use a range of small tools - Safely and effectively	Mechanism Winding Mechanism on a Dragon Catcher Use a range of small tools - Use tools accurately and safely (junior hacksaw, glue gun, hammer) Use a range of small tools - Measure, mark out and cut materials using safe ways of cutting Make materials stronger by folding and joining with L brace joints Communicate their understanding of winding mechanisms through pictures and labels (axle and handle)	Textiles Finger puppet to retell the Chinese New Year Story Use a range of small tools - Use a pattern to mark out identical pieces of fabric Use a range of small tools - use a needle and thread to join fabric pieces Know that textiles have different properties and that these can be used for a specific product (stretch/woollen/cotton/felt) Joining techniques - Know some simple sewing techniques (running stitch, over the edge stitch) Know how to use simple decorative techniques (hair from wool, buttons for eyes, padding, applique)	Food & Nutrition Food groups Know that there are different food groups		Structures Triangulation - making piers Use a range of small tools - Use tools accurately and safely (junior hacksaw, glue gun, hammer) Use a range of small tools - Measure, mark out and cut materials using safe ways of cutting Know how triangles can be used to strengthen structures (Triangulation) Make structures stable and strong so they can hold greater loads (bridge) Make materials stronger by folding and joining with L brace joints
RE	Where do I belong? What is most important to you and why? Family	How do we say thank you for the Earth?	Puzzling Questions about God What do we do if we don't know?	What does Easter mean to Christians? What is new life? What are the signs of new life?	Leaders: Who needs them? Being a leader; Being a follower.	Being fair: What can we learn from religious stories? Caring and being cared for

	<p>Aqiqah</p> <p>Do some people belong to God?</p> <p>How do people start to belong in Christianity?</p> <p>What have we learned about belonging?</p>	<p>Can you ask big questions about the world around you?</p> <p>What does it feel like to create something that I am proud of?</p> <p>What stories do Christians and Muslims share about the beginning of the Earth?</p> <p>If God made the world, how would he feel about it today?</p> <p>What do Muslim people think about where the earth came from?</p> <p>How do Christians say thank you for the Earth to God?</p>	<p>What are the most puzzling questions we can think of?</p> <p>What questions would you like to ask the person who knows everything?</p> <p>What would you like to ask God if you could have one question?</p> <p>How did Jesus help people?</p> <p>How do peoples beliefs make a difference to what they do?</p>	<p>What examples of new life and fresh starts can we find?</p> <p>What do Christians remember about the Holy Week and Easter Stories?</p> <p>The Easter Story</p> <p>Retelling the Easter story</p> <p>How do Christians celebrate Easter?</p>	<p>What does an Imam do?</p> <p>Where how and why do Muslims worship? What is the Imam's job?</p> <p>How does a Christian Minister help people?</p> <p>What questions would I ask a religious leader?</p> <p>Why did Mother Teresa hold hands with a beggar?</p> <p>Who inspires us?</p>	<p>What can stories tell us about caring?</p> <p>Who is a neighbour to me?</p> <p>Who do we care for and who cares for us?</p> <p>How have some people shown they have cared?</p>
Music	<p>London's Burning</p> <p>Sing songs in 4/4 and 3/4 time</p> <p>Hold and use a glockenspiel beater with good technique to make a clear, chiming sound</p> <p>Play known songs on glockenspiel, using knowledge of pitch from singing</p> <p>Begin to play pitch and rhythm patterns from staff notation (ta, ti-ti, ti-ka-ti-ka and shh, E and G)</p>	<p>Dragons / Christmas</p> <p>Sing songs with an understanding of phrases</p> <p>Accurately play three pitch songs on the glockenspiel, including playing from staff notation (A, E and G) and using rhythms ta, ti-ti)</p> <p>Play known songs on glockenspiel, using knowledge of pitch from singing</p> <p>Compose call and response pieces on the glockenspiel, using the pitch and rhythm range as above</p>	<p>China</p> <p>Sing songs, accurately matching pitches do, mi, so and la</p> <p>Accurately play three pitch songs on the glockenspiel, including playing from staff notation (C, A, E and G) and using rhythms ta, ti-ti, ta-a sh)</p> <p>Play known songs on glockenspiel, using knowledge of pitch from singing</p> <p>Choose instruments for performance based on the timbre of their sound</p> <p>Play a polyrhythmic piece of music using a range of rhythm</p>	<p>Journey Underground</p> <p>Sing songs, accurately matching pitches do, re, mi, so and la</p> <p>Accurately play three pitch songs on the glockenspiel, including playing from staff notation (C, D, A, E and G) and using rhythms ta, ti-ti, ta-a sh)</p> <p>Play known songs on glockenspiel, using knowledge of pitch from singing</p> <p>Improvise and compose melody inspired by a piece of music, using pentatonic scale</p>	<p>Making Music with computers</p> <p>Sing songs, accurately matching pitches do, re, mi, so and la</p> <p>Accurately play three pitch songs on the glockenspiel, including playing from staff notation (C, D, A, E and G) and using rhythms ta, ti-ti, ta-a sh)</p> <p>Play five pitch songs on the glockenspiel, using music technology as a guide</p> <p>Improvise and compose melody, bass and rhythm using music technology</p>	<p>By the Sea</p> <p>Sing songs, accurately matching pitches do, re, mi, so and la</p> <p>Accurately play four pitch songs on the glockenspiel, including playing from staff notation (C, D, A, E and G) and using rhythms ta, ti-ti, ta-a, tika-ti, sh)</p> <p>Play chords on the glockenspiel to accompany a melody</p> <p>Compose a whole class song with pulse and chord accompaniment</p>

			notation (ta, ti-ti, sh, ti-ka-ti-ka, ta-a)			
PE - Teacher Led	GYMNASTICS To learn new travelling techniques and shapes	DANCE Movement to music	GYMNASTICS To Learn new jumps and rolls To show control and co-ordination when moving around apparatus	DANCE Begin to learn specific moves to put into a sequence independently	BALL SKILLS/BASKET BALL Understand how to attack and defending within a game situation	ROUNDERS To show improvement in batting and fielding within a game situation
PE - Live & Learn	Speed, Agility and Quickness Improve the techniques for running, balancing and body control through various activities and exercises	UNI - HOCKEY Understand how to tackle in a small sided game situation	Mini Trampolining To begin to create routines by linking different skills together	FOOTBALL Understand how to attack and defending within a game situation	CRICKET To show improvement in batting and fielding within a game situation	Athletics To begin to show improvement within the three areas of Athletics. Running, jumping and throwing
PSHE	The caring school Feelings and relationships		Healthy lifestyles	Growing and changing	Keeping myself safe	World of drugs
Art	Touch Down in London Town - Charles Fazzino Pencil drawings Pen drawings Oil pastel Clay collage sewing Fabric collage	St George and the Dragon - Pablo Uccello 1470 Pencil drawings Pen drawings Oil pastel Clay collage sewing Fabric collage	Plum Blossom - Jin Nong 1757 Pencil drawings Pen drawings Oil pastel Clay collage sewing Fabric collage	Various artwork - Yayoi Kusama Pencil drawings Pen drawings Oil pastel Clay collage sewing Fabric collage	Quentin Blake Illustrations Pencil drawings Pen drawings Oil pastel Clay collage sewing Fabric collage	Alexandra Kehayoglou - Textile artist Pencil drawings Pen drawings Oil pastel Clay collage sewing Fabric collage
Maths	Number Sense White Rose planning Place Value Shape	Number Sense White Rose planning Place Value Addition and subtraction	White Rose Planning Shape Money Multiplication and division	White Rose Planning Multiplication and division Fractions Length and height	White Rose Planning Fractions Mass, Capacity and temperature Time Revisits	White Rose Planning Statistics Position and direction Revisits
Literacy	Claude in the City Great Fire of London Letter (narrative) Historical report Instructions London report	Pet Dragon George and the Dragon Historical report Letter (narrative) Instructions Poetry	The Empty Pot Goldilocks and the 3 bears/panda Instructions Narrative retell Report x 2 Narrative adapted	Jack and the Beanstalk Enormous Turnip Narrative - adapted Narrative - adapted Recount	George Marvellous Medicine Revolting Rhymes Frog report Character Descriptions Alternative traditional stories	Bone Girl, Stone Girl Letter Recount Historical report poetry

