

| Serve Share Be to the control of the | Autumn Term Global theme(s): Identity and Diversity  Focus: Does everyone fit in somewhere? How has communication changed over time?                      |   | Spring Term Global theme(s): Social Justice and Equity  Focus: Who was the greatest explorer?  |   | Summer Term Global theme(s): Sustainable Development  Focus: Is it always better to rebuild than to start again?   |  |
|--|---|---|--|---|--|--|
|  | Autumn 1<br>What makes us   | Autumn 2<br>Self confidence   | Spring 1 Uneven sharing of   | Spring 2 Respecting the rights  | Summer 1 How people can  | Summer 2 Positive and negative   |
|  | individuals   |   | power  | of others   | improve or damage<br>the environment   | impacts of people's actions  |
| Core text  | Meerkat Mail  | The Day the Crayons Quit  | The Chocolate Tree   | Captain Flynn and the<br>Pirate dinosaurs   | Paddington's Post  | The Great Fire of London.  |
|  | Meerkat<br>Mail<br>Emily Gravett  | THE DAY THE PARTY OF THE PARTY | CHOCOLATE TREE  NAVAN FOLKTALE  RICHARD REP  ALMOST LIE PORTIN   | Captain Flinn and the Pirate Dinosaurs  | Paddington's Post Michael Bond  (3)  | CREAT FIRE OF THE CHEAT FIRE OF 1666   |
| Curriculum<br>Overview   | Children are going to look at what makes them special and look at each other's differences. Focus on physical health, linked to happiness – e.g. dancing. | Children will consider how their emotions can change and how this can affect their confidence. They will learn how to speak up for what they need by using clear and persuasive communication.  | Children will explore the importance of human rights and equality. They will be looking at how poor governance and leaders can affect the lives of people and how they, as individuals, can make changes to help others in | Helping and volunteering to make changes to their local community via volunteering at their local community garden. Explore how this makes them feel. | Making a change to their school community to make it more sustainable. Campaign about something they'd like to change about their school or community to make it more sustainable. | Children will look closely at the refugee crises and explore human rights in a deeper and personal setting. They will develop their political views and their empathy to provide resources to support those effected by war. |
| Hook   | Visit from Sonny the meerkat  | Appearance of box of crayons and pile of letters.   | need.<br>Chocolate!  | Pirate day  | Marmalade sandwiches   | Visit from Fire Brigade  |





| Diversity & Community | Looking at life and traditions in African tribes and cities. Finding out about different cultures from art. | Food Donations Writing letter for people in the community who may feel lonely at Christmas.            | Campaign for something they would like to change in their local environment. Understand fair trade – from bean to bar. Sustainable growing of cocoa. | Why did people choose a<br>life at sea?   | Exploring life in Peru<br>compared with local life.<br>Making bird feeders/animal<br>habitats for wildlife. | Fundraising for fire brigade/places in the world affected by forest fires.   |
|-----------------------|---|--|--|---|---|--|
| Visit                 | Africa theme day including drumming workshop.   |  | SS Great Britain   |   | Fire brigade visit  |  |
| Writing               | Personal Recount<br>Character description<br>Journey stories  | Letter writing – persuasive and informative.  Audience: Local residents/                               | Narrative<br>Advert writing<br>Instructions  | Narrative writing<br>Portal story   | Letter writing<br>Writing instructions<br>Story writing   | Diary entries<br>Fact files<br>Writing about real events                     |
|                       | Audience: Display<br>Purpose: Entertain   | family members.<br>Author/illustrator pen pals.<br>Father Christmas<br>Purpose: Persuade and<br>inform | Audience: Teacher/ display<br>Purpose: Persuade  | Audience: Class/teacher<br>Purpose: Entertain                                   | Audience: Aunt Lucy,<br>display<br>Purpose: Recount   | Audience: Teacher,<br>display<br>Purpose: Inform                             |
| Maths                 | Place Value<br>Addition and<br>Subtraction  | Addition and Subtraction<br>Shape  | Money<br>Multiplication and Division   | Length and height<br>Mass, capacity and<br>temperature                          | Fractions<br>Time   | Statistics<br>Position and direction   |
| Science               | Living in Habitats  | Growth and Survival  | Exploring Everyday<br>Materials  | Growing Plants  | Super Scientists  | Super Scientists   |
| RE                    | AMV Unit 5: How do we<br>celebrate our journey<br>through life?   | AMV Unit 5: How do we celebrate our journey through life?  | AMV Unit 7: Why are some places special?   | Understanding<br>Christianity: Gospel What<br>is the good news Jesus<br>brings? | AMV Unit 9: Why is Jesus important?   | Understanding Christianity<br>God What do Christians<br>believe God is like? |
| Computing             | Teach Computing:<br>Information technology<br>around us   | Teach Computing: Digital<br>Photography  | Teach Computing:<br>Making Music   | Teach Computing:<br>Pictograms  | Teach Computing: Robot<br>Algorithms  | Teach Computing:<br>Programming Quizzes                                      |
| Online Safety         | Project Evolve: Self<br>image and identity<br>Online phonics building.                                      | Project Evolve: Online relationships/ online reputation. Word processing skills.                       | Project Evolve: Privacy and security. Programming Beebots  | Project Evolve: Health,<br>wellbeing and lifestyle<br>Powerpoints               | Project Evolve: Online<br>bullying/ managing<br>information online.<br>Digital art                          | Project Evolve: Copyright<br>and ownership.<br>Smart speakers                |



## Class 2 Curriculum Framework: Long Term Plan

| Art & Design | Kapow Art: Drawing:                                     |   | Kapow Art: Sculpture and                      |   | Kapow Art: Craft and                                     |   |
|--------------|---|---|---|---|--|---|
|              | Tell a story  |   | mixed media                                   |   | design: Map it out.                                      |   |
| Design &     |   | Kapow DT: Textiles –                                |   | Kapow DT: Mechanisms –                    |  | Kapow DT: Mechanisms -                  |
| Technology   |   | pouches and Christmas sewing                        |   | making a moving monster                   |  | Wheels and axles – making a fire engine |
| Geography    | Where is Africa?  |   | Where can we grow cacao?                      |   | Countries of the UK and capital cities                   |   |
|              | Map skills, and continents.                             |   | Key physical and human features. Geographical |   | London geography, Maps, underground, buildings.          |   |
|              | Hot and cold regions in relation to the equator and the |   | similarities and differences.                 |   | Comparative study of town and country.                   |   |
|              | North and South poles.                                  |   | Compass directions                            |   | Seasonal and daily weather patterns.                     |   |
| History      | Does everyone fit in somewhere?                         |   | Who was the greatest explorer?                |   | Is it always better to rebuild than to start again?      |   |
|              | How has communication changed over time?                |   | Assessment:                                   |   | Assessment: Fact file about old and new London buildings |   |
|              |   | ssessment: Fact file about changes in communication |   | Speech written for debate about explorers |  | fter the great fire of London.          |
|              | over time/ annotated time line of changes in            |   |   |   |  |   |
|              | comm  | nunication.   | 0.10.1405.5                                   | T 0 10 1405 7                             | 0 10 1405 1 11   |   |
| Music        | GetSet4PE: Ocean  | GetSet4PE: Folksongs                                | GetSet4PE: Four seasons                       | GetSet4PE: Toys                           | GetSet4PE: Jupiter                                       | GetSet4PE: Great Fire of<br>London      |
| PE           | GetSet4PE: Dance  | GetSet4PE: Fitness                                  | GetSet4PE: Ball skills                        | GetSet4PE: Yoga                           | GetSet4PE: Gymnastics                                    | GetSet4PE: Invasion                     |
|              | In2Sport: Fundamentals                                  | In2Sport: Ball skills                               | In2Sport: Gymnastics                          | In2Sport: Basketball                      | In2Sport: Rounders                                       | Games<br>In2Sport: Athletics            |
| PSHE/RSHE    | Discovery Education:                                    | Discovery Education:                                | Discovery Education:                          | Discovery Education:                      | Discovery Education:                                     | Discovery Education:                    |
| •            | Healthy & Happy   | Similarities & Differences                          | Healthy Body, Healthy Mind                    | Family & Committed                        | Caring & Responsibility                                  | Coping With Change                      |
|              | Friendships   | Exploring different strengths                       | Ways to stay healthy,                         | Relationships                             | The different communities                                | Exploring how our bodies                |
|              | Understanding what                                      | and abilities. Understanding                        | including safe and unsafe                     | The different people in our               | and groups we belong to                                  | and needs change as we                  |
|              | makes a happy   | and challenging                                     | use of household products                     | families and how families                 | and how we help and                                      | grow older. Aspirations                 |
|              | friendship. Recognising                                 | stereotypes.  | and medicines.                                | vary                                      | support one another within                               | and goal setting.                       |
|              | personal boundaries                                     |   |   |   | these.   |   |
|              | and safe/unsafe   |   |   |   |  |   |
|              | situations  |   |   |   |  |   |