



# Easton CE Academy Year 2 Curriculum

**H**igh Expectations

**E**xperiences

**A**spirations

**T**each to



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Subject	Geography		DT	Art Poem and Artist	History	
Title	Where would you rather live England or Kenya?		The Sky is the Limit (Hot Air Balloons)	The Owl and the Pussycat	Brilliant Brunel	
NC outcomes	<p><b>Locational knowledge</b> Name and locate the world's seven continents and five oceans</p> <p><b>Place knowledge</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p><b>Human and physical geography</b> use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, sea, ocean, river, soil Key human features, including: city, town, village, farm, house, office, port, harbour and shop</p> <p><b>Geographical skills and fieldwork</b> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and</p>		<p><b>Design</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping,</p>	<p><b>National curriculum:</b> To use a range of materials creatively To use drawing and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using pattern, texture, line, shape, form about the work of Rodin, describing the differences and similarities between different practices and disciplines, and making links to their own work. Learn about sculpture artist</p>	<p>Events beyond living memory that are significant nationally or globally (<b>History day</b>: Hyacinth Hall, Brunel and significance of GWR)</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (Brunel)</p> <p>Significant historical events, people and places in their own locality</p> <p><b>Subject content (Knowledge)</b> Similarities and differences between past and present. Comparing Victorian travel to present travel.</p> <p><b>Chronological understanding</b> – Continue to develop chronologically secure knowledge of history.</p> <p><b>Historical Skills/Concepts</b></p>	



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Title	Where would you rather live England or Kenya?		The Sky is the Limit (Hot Air Balloons)	The Owl and the Pussycat	Brilliant Brunel	
	<p>right], to describe the location of features and routes on a map</p> <p>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</p> <p>Use simple fieldwork and observational skills to study the geography of their school and</p> <p><b>Mini Art project</b> – watercolour Bristol Silhouette safari animals against watercolour background.</p>		<p>joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b></p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b></p> <p>Build structures, exploring how they can be made</p>	<p>Rodin (link back to Brunel time, Victorians)</p> <p><b>Skills:</b></p> <p>Use different grades of pencils to investigate types of lines (B-H)</p> <p>Manipulate pencil lines for create particular effects</p> <p>Manipulate clay and discover what happens to it over time.</p> <p>Manipulate clay into different shapes and use learned pencil strokes to create texture</p>	<p><b>Change and Development</b></p> <p>I can say what changed at different times during the Victorian period.</p> <p>I can identify differences between life in the present and life in the past.</p> <p><b>Significance and Interpretation</b> –</p> <p>I can explain how Isambard Kingdom Brunel changed the methods people travelled in the United Kingdom.</p> <p>I can explain the significance the Clifton suspension Bridge has made to Bristol.</p> <p>I can identify the different ways the past is represented.</p> <p><b>Cause and Effect</b></p> <p>I can recognise and give reasons to why the ss Great Britain, Clifton Suspension Bridge and the Great Western Railway were built and what happened as a result.</p>	



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			<p>stronger, stiffer and more stable</p> <p><b>Skills:</b></p> <p>Think of an idea and make a plan</p> <p>Investigate properties of different materials</p> <p>Choose appropriate materials</p> <p>Join materials</p> <p>Explain why I have chosen specific textiles</p>		<p><b>Historical Enquiry</b> - Understand how knowledge of the past is constructed from a range of sources. Ask historical questions. Answer these questions using historical sources, like pictures, artefacts, people.</p> <p><b>Mini DT Project</b> – Design and build bridges.</p>	

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Healthy Me	Material Monsters	Little MasterChefs (Working Scientifically)	Squash Me, Bend me, Squeeze, Twist Me	Young Gardeners	Mini Worlds
	<b>Real life Contexts:</b> Intro - Picnic Design healthy meal	<b>Real Life Contexts:</b> Intro – Explorify – <b>Have you ever had a</b>	<b>Real Life Context</b> Intro - Have you ever wondered what it's like	<b>Real Life Contexts:</b>	<b>Real Life Contexts:</b> Intro – Look at current garden – what do you	<b>Real Lift Contexts:</b> Make habitats for wildlife.



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	<p>What happens to my body when I exercise?</p> <p><b>We are being scientists by:</b> Observing closely. Performing simple tests. Identifying and classifying.</p> <p><b>Key knowledge:</b> To describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>	<p><b>favourite toy that broke?</b> Material Monsters</p> <p><b>We are being scientists by:</b> Identifying and classifying. Observing closely. Perform a simple test. Gather and record data.</p> <p><b>Key knowledge:</b> Classifying materials- wood, metal, plastic, concrete, brick Properties of materials e.g waterproof, windproof, transparent, flexible, smooth Changing materials by squashing, squeezing, stretching Using senses with materials- feel, listen, look, hear Using materials to make new things Building materials Recycling Materials in the home</p>	<p>to be a chef? Visiting Chef – Marlon Making Bread</p> <p><b>We are being scientists by:</b> Observing Closely Performing simple tests Identifying and classifying Using observations and ideas to provide answers to questions Gathering and recording data</p> <p><b>Key knowledge</b> Describe the importance for humans of eating the right amounts of different types of food and hygiene. To identify and compare the suitability of a variety of everyday materials for particular uses.</p> <p><b>STEM STAND</b> <b>Grouping healthy foods/snacks</b></p>	<p>Intro - Explorify – Have you ever stretched a hair band too much? Make playdough</p> <p><b>We are being scientists by:</b> Observing closely Performing simple tests Identifying and classifying Using observations Gathering and recording data</p> <p><b>Key knowledge:</b> To find out how the shapes of solid objects made from some material can be changed by squashing, bending twisting and stretching.</p>	<p>notice? What do you know about gardening? What is happening here? Making a Year 2 garden</p> <p><b>We are being scientists by:</b> Asking simple questions Observing closely Performing simple tests Identifying and classifying Using observations Gathering and recording data</p> <p><b>Key knowledge:</b> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Identify and name a variety of plants and animals in their habitats.</p>	<p>Trip to Slimbridge/Forest School</p> <p><b>We are being scientists by:</b> Asking simple questions Observing closely Performing simple tests Identifying and classifying Using observations Gathering and recording data</p> <p><b>Key knowledge:</b> Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p>



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			<b>Material suitability odd one out.</b>			Identify and name a variety of plants and animals in their habitats, including microhabitats 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.
Computing	Online Safety and Exploring Purple Mash	Pictograms Lego Builders	Maze Explorers	Animated Story Books	Coding	Spreadsheets
	To log in safely and understand why that is important. <ul style="list-style-type: none"> <li>• To create an avatar and to understand what this is and how it is used.</li> <li>• To be able to create a picture and add their own name to it.</li> <li>• To start to</li> </ul>	<b>Unit 1.3</b> <ul style="list-style-type: none"> <li>• To understand that data can be represented in picture format.</li> <li>• To contribute to a class pictogram</li> <li>• To use a pictogram to record the results of an experiment</li> </ul>	<b>Unit 1.5</b> <ul style="list-style-type: none"> <li>• To understand the functionality of the basic direction keys in Challenges 1 and 2.</li> <li>• To be able to use the direction keys to complete the challenges successfully.</li> </ul>	<b>Unit 1.6</b> To understand the differences between traditional books and ebooks. <ul style="list-style-type: none"> <li>• To explore the tools of 2Create a Story's My Simple Story level.</li> <li>• To save the page they have created.</li> </ul>	<b>Unit 1.7</b> <ul style="list-style-type: none"> <li>• To understand what instructions are.</li> <li>• To predict what will happen when instructions are followed.</li> <li>• To understand that computer programs work by following</li> </ul>	<b>Unit 1.8</b> <ul style="list-style-type: none"> <li>• To understand what a spreadsheet looks like.</li> <li>• To be able to navigate around a spread sheet and enter data.</li> <li>• To learn new vocabulary related to spreadsheets</li> </ul>



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	<p>understand the idea of 'ownership' of creative work.</p> <ul style="list-style-type: none"> <li>• To save work to the My Work area and understand that this is private space.</li> <li>- To learn how to find saved work in the Online Work area.</li> <li>• To learn about what the teacher has access to in Purple Mash.</li> <li>• To learn how to see messages left by the teacher on their work.</li> <li>• To learn how to search Purple Mash to find resources</li> <li>- To become familiar with the types of resources available in the Topics section.</li> <li>• To become more familiar with the icons used in the resources in the Topics section.</li> <li>• To start to add pictures and text to work.</li> <li>- To explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash for Save,</li> </ul>	<p><b>Unit 1.4</b></p> <ul style="list-style-type: none"> <li>• To emphasise the importance of following instructions.</li> <li>• To follow and create simple instructions on the computer.</li> <li>• To consider how the order of instructions affects the result.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the functionality of the basic direction keys in Challenges 3 and 4</li> <li>• To understand how to create and debug a set of instructions (algorithm).</li> <li>• To use the additional direction keys as part of their algorithm.</li> <li>• To understand how to change and extend the algorithm list.</li> <li>• To provide an opportunity for the children to set challenges for each other.</li> <li>• To create a longer algorithm for an activity.</li> <li>• To provide an opportunity for the teacher to add these challenges to a display board for the class to try.</li> </ul>	<ul style="list-style-type: none"> <li>• To add animation to a picture.</li> <li>• To play the pages created so far.</li> <li>• To save the additional changes and overwrite the file.</li> <li>• To add a sound effect to a picture.</li> <li>• To add a voice recording to the picture.</li> <li>• To add created music to the picture.</li> <li>To add a background to the story</li> <li>• To demonstrate a good understanding of all the tools they have used in 2Create a Story and use these successfully to create their own story.</li> <li>To use the copy and paste feature to create additional pages.</li> <li>• To continue and complete an animated story.</li> <li>• To create a class display board of the</li> </ul>	<p>instructions called code</p> <ul style="list-style-type: none"> <li>• To use code to make a computer program.</li> </ul> <p>To understand what objects and actions are.</p> <ul style="list-style-type: none"> <li>• To understand what an event is. To use an event to control an object.</li> <li>• To understand what an event is.</li> <li>• To begin to understand how code executes when a program is run.</li> <li>• To understand what backgrounds and objects are.</li> <li>• To understand how to use the scale property.</li> <li>• To plan a computer program.</li> <li>• To make a computer program.</li> </ul>	<ul style="list-style-type: none"> <li>• To add clipart images to a spreadsheet.</li> <li>• To use the 'move cell' and 'lock' tools.</li> <li>• To use the 'speak' and 'count' tools in 2Calculate to count items.</li> </ul>



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	Print, Open, New. • To explore the Games area on Purple Mash. • To understand the importance of logging out when they have finished			story books created by the class		
	Grouping (2 lessons) To sort items using a range of criteria.  To sort items on the computer using the 'Grouping' activities in Purple Mash.					
RWV	Who is A Muslim and what do they believe?		What can we learn from sacred books?		Understanding Christianity	
	Talk about some simple ideas about Muslim's beliefs about God and can make links with some of the 99 Names of Allah (A1) Retell a story about the life of the Prophet Muhammad. Recognise objects used by Muslims and suggest why they are important. Understand how Muslims use holy words to live their lives by.		Talk about some of the stories that are used in religion and why people still read them Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories Talk about issues of good and bad, right and wrong arising from the stories (C3).		Know that Christians believe in God, and that they find out about God in the Bible. Know the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father and know what this story means to Christians Can give examples of ways in which Christians shows their belief in God as loving and forgiving and how beliefs are put into practice.	
PHSE	Being me in my world	Celebrating difference	Dreams and Goals	Anxiety Curriculum	Relationships	PANTS Transition
	I can recognise my class as a community.	I understand some ways in which boys and girls are similar	I can identify my successes and achievements and	I understand that everyone has feelings	I accept that everyone's family is different and	I understand there are some changes that are outside my control and





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	<p>I know all the children in my new class.</p> <p>I recognise when I feel worried and know who to ask for help.</p> <p>I can help to make my class a safe and fair place.</p> <p>I can work cooperatively.</p>	<p>and feel good about this.</p> <p>I understand some ways in which girls and boys are different and accept that this is ok.</p> <p>I can tell you how someone who is bullied feels.</p> <p>I can be kind to children who are bullied.</p> <p>I know how it feels to be a friend and have friends.</p>	<p>know how this makes me feel.</p> <p>I can tell you my strengths as a learner.</p> <p>I can understand how working with others can help me to learn.</p> <p>I can work with other people to solve problems.</p>	<p>It helps to talk</p> <p>Using our senses</p> <p>Nero the Superhero</p> <p>We can beat this!</p> <p>Sleep, rest and play.</p>	<p>understand that most people value their family.</p> <p>I know which types of physical contact I like and don't like and can talk about this.</p> <p>Identify some of the things that cause conflicts with my friends</p> <p>Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p> <p>Recognise and appreciate people who can help me in my family school and community.</p>	<p>can recognise how I feel about this.</p> <p>I can recognise cycles of life in nature</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control.</p>
PE	<p><b>Term 1</b> <b>Real PE - Unit 1</b> <b>Cog focus for assessment- personal</b></p>	<p><b>Term 2</b> <b>Real PE - Unit 2</b> <b>Cog focus for assessment - Social</b></p>	<p><b>Term 3</b> <b>Real Gym – Unit 1</b> <b>Cog focus for assessment – Cognitive</b></p>	<p><b>Term 4</b> <b>Real dance – Unit 1</b> <b>Cog focus for assessment – creative</b></p>	<p><b>Term 5</b> <b>Real PE - Unit 5</b> <b>Cog focus for assessment – Applying physical</b></p>	<p><b>Term 1</b> <b>Real PE - Unit 1</b> <b>Cog focus for assessment- personal</b></p>
	<p>3 Weeks: Coordination: Footwork (FUNS 10)</p> <p>3 Weeks: Static Balance: 1 leg (FUNS 1)</p> <p>I know where I am with my learning and have begun to challenge myself (Exceeding)</p>	<p>3 Weeks: Dynamic Balance to Agility: Jumping and Landing (FUNS 6)</p> <p>3 weeks Static Balance Seated (FUNS 2)</p> <p>I show patience and support others, listening well to them</p>	<p>3 Weeks: Balance, Theme: Toy box</p> <p>3 Weeks: Travel Theme: Jungle Trip</p> <p>I can explain what I am doing well. (Exceeding)</p> <p>I can begin to order instructions,</p>	<p>Week 1: Shapes solo</p> <p>Week 2: Partnering shapes</p> <p>Week 3: Circles solo</p> <p>Week 4: Partnering circles</p> <p>Week 5: Artistry abstraction</p>	<p>3 Weeks: Coordination: Sending and Receiving (FUNS Station 8)</p> <p>3 Weeks: Agility: Reaction and response (FUNS 12)</p> <p>I can perform and repeat longer</p>	<p>3 Weeks: Coordination: Footwork (FUNS 10)</p> <p>3 Weeks: Static Balance: 1 leg (FUNS 1)</p> <p>I know where I am with my learning and have begun to challenge myself (Exceeding)</p>



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	<p>I try several times if at first I don't succeed and I ask for help where appropriate (expected)</p> <p>I can follow instructions, practice safely and work on simple tasks myself (working towards)</p>	<p>about our work. I am happy to show and tell them about my ideas (Exceeding)</p> <p>I can help praise and encourage others in their learning (expected)</p> <p>I can work sensibly with others, taking turns and sharing (working towards)</p>	<p>movements and skills. (Expected)</p> <p>I can name some things I am good at (Working towards)</p>	<p>Week 6: Artistry (making)</p> <p>I can respond differently to a variety of tasks or music and I can make up my own versions of activities. (Exceeding)</p> <p>I can begin to compare my movements and skills with those of others and I can select and link movements together to fit a theme. (Expected)</p> <p>I can explore and describe different movements. (Working towards)</p>	<p>sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency (Exceeding)</p> <p>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed (Expected)</p> <p>I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together (Working Towards)</p>	<p>I try several times if at first I don't succeed and I ask for help where appropriate (expected)</p> <p>I can follow instructions, practice safely and work on simple tasks myself (working towards)</p>
<b>Sport</b>	<p><b>Basketball</b></p> <p>Control the ball when dribbling using shoulder and wrist movements.</p> <p>. Be able to add an end product such as passing after dribbling skill has been performed.</p>	<p><b>Handball</b></p> <p>To use throwing skills/technique to improve the accuracy of a throw</p> <p>. To implement the techniques learned to improve the consistency of catching skills</p>	<p><b>Tag Rugby</b></p> <p>Introduce the concept of tagging and passing once tagged</p> <p>.Play conditioned games-progressing games rule by rule to lead to full game scenario (7Vs7) .Ensure participants understand direction</p>	<p><b>Hockey</b></p> <p>Focus on introducing the grip, stance, and rules regarding health and safety</p> <ul style="list-style-type: none"> <li>• Understand how to dribble including change of direction with control</li> <li>• Learn the push pass and receiving of the</li> </ul>	<p><b>Football</b></p> <p>Being able to dribble a ball in close proximity of others to show control</p> <p>.To gain a better understanding of the spatial awareness needed in football</p>	<p><b>Cricket:</b></p> <p>.To develop a batting grip and set up</p> <p>.Gaining a good understanding of where to hit the ball to avoid the fielding team</p> <p>.Improving on hand eye coordination and agility</p>



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	<p>. Understand the different types of passing; chest pass, shoulder pass and bounce pass.</p> <p>. Greater ability to receive the ball by making a target for the person passing to aim at.</p> <p>.Be able to perform each type of passing with greater accuracy and confidence.</p> <p>.Be able to effectively work together as a team to score a basket.</p> <p>.Develop the accuracy of dribbling, passing and shooting skills. .Be able to combine dribbling, passing and shooting skills and incorporate them into a game situation.</p> <p>.Be able to work together as a team to work towards scoring a basket and defending your own basket.</p>	<p>. To use movements to create space and options for team mates to have an attacking opportunity .</p> <p>Using a range of passing to increase the chances of creating a chance to score</p>	<p>of play and point scoring</p> <p>. Practice passing technique including direction of pass and passing on the move</p> <p>. Learn how to close down space for attacking players</p> <p>. Understand how to make a defensive line and defending as a team</p> <p>. Attacking the try line(1V1) - practice beating your opponent</p> <p>. Develop attacking and defending strategies through gameplay</p> <p>. Learn the rules and play to the spirit of the game</p> <p>. Attacking the try line to score Learn how to be a good support player, taking up appropriate positions</p> <p>. Understand how to continue to support the team once you have passed</p> <p>. Learn the 5 tag rule; during a game scenario</p>	<p>pass safely with control To ensure all participants understand the correct technique for shooting</p> <ul style="list-style-type: none"> <li>• To develop participants power and accuracy of shot</li> <li>• Explore tactics and the concept of'AttackVsDefence'</li> <li>• Gain an understanding of options when attacking and defending</li> <li>• Explain to players how to shield the ball and keep the ball under control</li> <li>• Learn how and when to steal the ball from an opponent</li> <li>• Explain the concept of marking opposing players when defending</li> </ul>	<p>. To learn the correct technique for making a pass in football</p> <p>.Learning the basis of how to be consistent using the correct techniques in football and doing this over short/long distance</p> <p>.Understanding how the weight of a pass can help your team mates</p> <p>.Learning to shoot at a target and using technique to improve the accuracy and consistency of this</p> <p>.Learning different positions where you should be on a pitch when in possession and when out of possession</p> <p>.Using the team to progress forward when attacking and to work hard and defend as a team</p>	<p>.Improving catching ability and the consistency with it using techniques learned</p> <p>. To develop a safe and effective throw</p> <p>. Gain an understanding of where to throw the ball so that we can aim to hit the stumps</p> <p>.Develop the understanding of when to use a certain skill in cricket</p> <p>.Develop an understanding of how cricket skills work together in a game scenario</p> <p><b>Athletics:</b></p> <p>.To develop the consistency of their actions in a number of athletic events</p> <p>.To focus on their technique when competing in events</p> <p>.To increase the amount of different techniques they use for the different events</p> <p>.To be able to self evaluate their own</p>



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						performance as well as encourage others to work to the best of their ability .To be able to perform movements with better fluency, efficiency and speed .To sustain pace over short and long distances .To explain why
Cooking		Cooking for myself		Cooking for my family		Cooking for the community
		Tomato and vegetable sauce for pasta  Use the basic principles of a healthy and varied diet to prepare dishes  To understand where food comes from  Skills: Chopping (claw and bridge hold)		Flatbread and tzatziki  Use the basic principles of a healthy and varied diet to prepare dishes  To understand where food comes from  Skills: Kneading of bread Chopping (claw and bridge hold)		Making cakes  Use the basic principles of a healthy and varied diet to prepare dishes  To understand where food comes from



Year 2

Topic Title + NC outcomes	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Subject</b>	<b>Science</b>	<b>Geography Science</b>	<b>DT Science</b>	<b>Art Poem and Artist Science</b>	<b>Science</b>	<b>History Science</b>
<b>Title</b>		<b>Would you prefer to live in England or Africa?</b>	<b>The Sky is the Limit Hot Air Balloons  Science – Our Local Environment</b>	<b>The Owl and the Pussycat Matisse</b>	<b>Young Gardeners</b>	<b>Brilliant Brunel</b>
Launch event	<b>Sci: Picnic in the woods</b>	<b>Geog:</b> African Dance and English Dance Workshop	Ray Preston  Letter stimulus to design for the Bristol Balloon Fiesta.	Owl Visit	Gardener Visit (Bridget)	Trip to SSGB
Showcase	Festival of light-Hannuka	KS1 Assembly on our learning Science showcase-	Parents Showcase Easton Balloon Fiesta D and T showcase	Art gallery showcase-	<b>Sci:</b> Garden Tour	History Museum Children's bridge designs
Trip/visitor		Families to interview?  Forest School Trip 1		Owl Visit  Forest School Trip 2		SS Great Britain-Brunel  <b>Sci:</b> Nature Walk Forest School Trip 3.
Special days	Festival of Light – Hannuka Cook potato latke		STEM Fair Linked to Science and DT Healthy meal/snack Material Suitability Hot Air Balloon	Book week- Burglar Bill International Womens day- PC Sophie	History day- Hyacinth Hall	Art day -
Cross-curricular reading				Owl and the Pussy Cat Poem		



Cross-curricular writing			Instruction Explanation	Owl Visit recount Poetry Instructions- Cooking Trip Recount		Recount trip of SS Great Britain Diary entry of life on SSGB Fact File of Brunel
Cross-curricular maths	Cooking- weighing ingredients			Cooking- weighing ingredients, timing cooking times	SATS- revision  Cooking- weighing ingredients (Garden Tour)	History Day- time lines
Art/DT Project		Watercolour contrast painting of Kenyan Savannah /Bristol				Designing and making Bridges
Oracy Outcomes	Interview Families	<b>Geog</b> Showcase learning about England and Kenya. (KS1 Assembly)  <b>Sci</b> Present findings to other groups	Showcase – explain to parents how they made it and demonstrate how they can fly.	Art - dojo recording, explaining the techniques used to make their owls	See Science: Showcase – own grown garden	History Tour
CGW opportunities  3 x year	<b>PSHE:</b> Class motto Class flag <b>British Values:</b> Class contract  <b>Science</b> – create a balanced, healthy meal	<b>Geog</b> – Similarities and Differences between England and Somalia.  <b>Science:</b> Finding and classifying materials.  To make a material monster	<b>DT:</b> Lesson 3: True or false facts  Making Hot Balloons  <b>Science:</b> Making food	<b>PSHE:</b> True or false- healthy choices	<b>History Day:</b> Lesson 1: True or false	<b>History:</b> Design and make bridges  <b>Science:</b> Making Microhabitat

