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| **Engagement**  Topic Title and driver  (History, Geography or STEAM) | **Fire, Fire! London’s Burning!** | | | | | | |
| Focus Events | Sports Day | Olympic Year | | | Windrush Day | | National Numeracy Day |
| **Enrichment**  Trips and visitors | Layer Marney- Great Fire of London day | | | | | | |
| Religious Education | Branch 5: To the ends of the earth  Branch 6: Dialogue and encounter | | | Branch 6: Dialogue and encounter | | | |
| English Cross Curricular links | We try to make as many lessons as possible cross curricular, while following the National Curriculum aims for KS1 English. Through creating creative, experiences, we will  explore enriching learning moments which involve written skills across the curriculum. This ensures children are engaged with the lesson and are exposed to a rich and  engaging curriculum. This term, in our English lessons the children will be exploring a range of texts and learning about different texts. This include, description writing,  imaginative writing, narrative writing, postcard writing, instruction writing, poetry, letters, non-chronological reports. | | | | | | |
| Mathematics Cross Curricular links | We follow the National Curriculum for mathematics. Through engaging and enriching lessons children will build upon their fluency, reasoning and problem solving to  develop confident mathematicians. We follow a mastery model for teaching mathematics, building on the previous learning and using cross curriculum to extend children’s  learning. Daily children will develop mathematic views using key vocabulary, STEM sentences, using math’s equipment, visual representations as well as recall of their (2s,  5s, 10) times tables. This Summer term we are focusing on....  Fractions (3 weeks) Time (2 weeks) Statistics (2 Weeks) Position and Direction (2 Weeks) Consolidation | | | | | | |
| Science | Animals including humans | | Plants consolidation | | | Working Scientifically | |
| Computing | This term we will….  Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions,  Create and debug simple programs – using a coding programmes on school computers, Beebots and iPad.  Continue our development on E-safety and understanding the importance of keeping safe while using the internet. | | | | | | |
| History | Explore events beyond living memory - the Great Fire of London. Explore images of and artefacts from London during 1666 and compare to today’s London. Children look at houses and explain  why they have changed. Why did the fire start? How could it have been stopped? What were the streets like? Create simple time lines and explore significant individuals from history e.g. King  Charles II, Samuel Pepys and Oliver Cromwell. | | | | | | |
| Geography | Where is London? Where is Colchester? – exploring UK and capital cities. | | | | | | |
| Art  Art Great | To experiment with paint and chalk pastel and explore the colours and materials that work well on a darker background. To explore how to blend chalk pastel and new ways of applying paint  using items in and around the classroom. To begin to collage with different materials such as card and collage. | | | | | | |
| Jackson Polliock Alama Thomas Rita Green (Modern Artist) | | | | | | |
| D.T  Design Great | This term in Year 2 Design and Technology, students will unleash their creativity by designing and crafting pirate flags, hard tack crackers, toilet tube pirates using different materials, and even design and create their own miniature Titanic. | | | | | | |
| Thomas Farriner | | | | | | |
| P.E | Basketball | | Athletics | | | Three Tee Cricket | |
| Music | Charanga scheme of work | | | Sea Shanties | | | |
| French | Father’s Day | | | Numbers | | | |
| PSHE | My money | | My body and keeping it safe | | | Journey in love – God’s love in the community | |
| UN goal | Life on land | | | | | | |