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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religion	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and encounter
Shared Reading/ Phonics	RWI phonics/ modules		RWI phonics/ modules	Flat Stanley	The Owl who was Afraid of the Dark	
English Genre Coverage	Recap Year 1 objectives for first 4 weeks. **Genre:** Letter • Character description • Retell a familiar story **Purpose:** challenge stereotypes **Genre:** Letter • Letter of complaint • Reply apology letter **Purpose:** complaint/ apology	**Genre:** Letter • Thought bubble • Character description **Purpose:** To inform **Genre:** Recount • Warning poster • Postcard • Recount **Purpose:** To inform **Genre:** Poem **Purpose:** To entertain	**Genre:** Persuasive advert • Postcard • Speech bubble **Purpose:** To persuade **Genre:** Letter • Letter of complaint **Purpose:** Complaint/ thanks **Genre:** Non-chronological report • Instructions • Non-chronological report **Purpose:** To inform	**Genre:** Narrative • Setting description **Purpose:** To entertain **Genre:** Persuasive letter • Speech bubble **Purpose:** To persuade	**Genre:** Wanted poster • Persuasive letter • Character description **Purpose:** To persuade Genre: Poem Purpose: to entertain	**Genre:** Narrative • Speech bubble **Purpose:** To entertain **Genre:** Recount • Letter **Purpose:** To inform
Text, Word, Sentence, Structure and Punctuation (see writing overview for more details)	Spelling Revise set 3 spelling, making appropriate spelling choices linked to set 3 rules. Use of capital letters, full stops, question marks and	Spelling Revise set 3 spelling, making appropriate spelling choices linked to set 3 rules. See also spelling rules below. Use of capital letters, full stops, question	Use of suffixes –er and –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs. Subordination (using if, when, that, because) and	Formation of adjectives using suffixes such as –ful and –less. Use of suffixes –er and –est in adjectives. Subordination (using if, when, that,	Correct choice and consistent use of present tense and past tense throughout writing. Use of progressive form of verbs in the present and past tense	Correct choice and consistent use of present tense and past tense throughout writing. Use of progressive form of verbs in the present and past

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	exclamation marks to demarcate sentences. Subordination (using when, if, that, because) and co-ordination (using or, and, but). Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. Correct choice and consistent use of present tense and past tense throughout writing	marks and exclamation marks to demarcate sentences. Subordination (using when, if, that, because) and co-ordination (using or, and, but). Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. Correct choice and consistent use of present tense and past tense throughout writing Adding the suffix –ly in Standard English to turn adjectives into adverbs	coordination (using or, and, but) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark its actions in progress. Commas to separate items in a list.	because) and coordination (using or, and, but) Correct choice and consistent use of present tense and past tense throughout writing. Apostrophes to mark where letters are missing in spelling (contraction)	to mark actions in progress. Formation of nouns using suffixes such as –ness –er and by compounding. Expanded noun phrases for description and specification. Subordination (using if, when, that, because) and coordination (using or, and, but) Apostrophes to mark singular possession in nouns.	tense to mark actions in progress. Formation of nouns using suffixes such as –ness –er and by compounding. Expanded noun phrases for description and specification. Subordination (using if, when, that, because) and coordination (using or, and, but) Apostrophes to mark singular possession in nouns. How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
Maths (White Rose outline)	Place Value Addition and Subtraction Multiplication and Division Fractions Measurement (cm/m) Measurement (money) Measurement (Time) Geometry- Properties of shape Geometry- Position and Division		Place Value Addition and Subtraction Multiplication and Division Fractions Measurement (capacity/temperature) Measurement (money) Measurement (Time) Geometry- Properties of shape Geometry- Position and Division		Place Value Addition and Subtraction Measurement (capacity/temperature) Measurement (money) Measurement (Time) Geometry- Properties of shape Geometry- Position and Division	

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	Statistics		Statistics			
Science	Animals including Humans	Materials- use of everyday materials and properties	Living things and their habitats		Plants	
History	Castles	Great Fire of London		Significant individual- Wangari Maathai	Explorers- significant individuals	Explorers- significant individuals
Geography			China	Kenya		
Art	Life in colour (painting and mixed media)		Clay houses (sculpture and 3D)		Map it out (craft and design)	
Design and Technology	Textiles: pouches Cooking and nutrition: balanced diet		Structures: baby bear chair		Mechanisms: making a moving monster	
Computing	Route Explorers	The Internet Creating Pictures	Creating Pictures Spreadsheets	Coding	Presenting Ideas	Making Music
ESafety						
PE	Fundamental Skills- Forwards, backwards and side to side running.	Health Education- Movement and Fitness to Music	Fundamental Skills finding space, hopping, skipping, throwing underarm and overarm	Fundamental Skills- catching, throwing to targets and rolling	Fundamental Skills dribbling, kicking, striking with equipment	Fundamental Skills attacking and defending. Outdoor Active Learning.
Music	Call and Response (Animals)	Nativity Songs	Instruments (Musical Storytelling)	Structure (Myths and Legends)	Pitch (Musical Me)	Musical Traditions: Middle East, Folk 21st June: World Music Day: Popular Music: 1) 50s Rock n Roll 2) 60s Pop

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Foreign Language						Introduction to Spanish Greetings Numbers 1-6
PSHE	Autumn 1- NSPCC PANTS lesson/ activities Health and Wellbeing and Relationships - are covered by the Ten:Ten 'Life to the Full' scheme of work. Living in the Wider World is covered through: Shared Responsibilities – Caritas in Action (Stewardship and Rights & Responsibilities), School Rules and Eco Schools. Looking after plants. Media Literacy and Digital Resilience – E-Awareness lessons and E-safety week. Economic Well-being and Money - Year 2 Money (maths) Spring 1 'Looking after your money'. Economic Wellbeing: Aspirations, Work and Career – Career day assemblies / guest speakers from the community and from charities / Celebration Assemblies.					
RSE	The cycle of life Beginnings and endings Change is all around Special people Treat others well . . .And say sorry		Rules to help us Harmful substances Can you help me? Part 1 and Part 2		The communities of we live in Who will I be? Girls and boys	
British Values and Diversity		**Significant individual-** John Blanke (Tudors)	Celebrating Chinese New Year within the UK	**Significant individual-** Wangari Maathai- fought for change	Significant individual- Ibh Buttata- Muslim traveller Significant individual- Amelia Earhart- first female to fly 14,000 ft.	**Significant individual-** Bessie Coleman- first female of colour pilot in America.
Immersive Experiences & Enrichment Links	Gabriel's feast day Macmillan coffee morning TTrockstars launch day	Recreating the Great Fire of London. Nativity Visit from Father Christmas	Try Chinese food. Visitor to talk about Chinese New Year Storytelling week	World Book Week Mother's Day Assembly Science week	Explorers afternoon Secret agent activities- SATS Phonics rescreening	EYFS/KS1 end of year trip- St Anne's beach/ Blackpool Zoo/ Eureka Fairtrade fortnight

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			Medieval day- Dress as a princess, soldier or knight. Have feast. Health and nutrition week Visitor for Baptism unit	Anti-bullying week and rock kidz Parliament week Pantomime Remembrance service Carols around the tree Christmas jumper day Christmas bedtime stories	E-safety day Children's mental health week	Neurodiversity awareness week Odd socks day Stations of the cross Passion play	Gabriel's got Talent Fieldwork week	Sports day Gabrielsbury Health and nutrition week
Oracy	**Physical**			To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea.				To speak clearly and confidently in a range of contexts.
	Linguistic		To use newly learnt vocabulary in an appropriate way.		To use sentence stems to signal when they are building on or challenging others' ideas.			To adapt how they speak in different situations according to audience.
	Cognitive					To ask questions to find out more about a subject.	To make connections between what has been said and their own and others' experiences.	To build on others' ideas in discussions
	Social and Emotional		To encourage everyone to contribute.	Confident delivery of short pre- prepared material.				

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			Confident delivery of short pre- prepared material.	To develop an awareness of audience, e.g. what might interest a certain group.				
Careers	Grow throughout Life						Feeling positive about people whose identities and backgrounds are different to theirs	Exploring what they have experienced and achieved
	Explore Possibilities				Being able to explain their views about similarities and differences between jobs Investigating similarities and differences between men's and women's work clothes(Link to CST-Dignity of work)	Being able to explain what they are gaining from the subjects and topics they are learning about (Link to oracy-explaining their learning)		
	Manage Career		Describing a goal or target they are working towards (What do they want to achieve in Year 2)		Recognising that they and other people like to choose the work they do		Recognising that decisions can have unexpected consequences	
	Career Opportunities			Being able to make a positive contribution in group play or teamwork based on a business activity			Identifying new jobs that are just coming into being (Link to computing)	

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				Being aware of how to communicate with co-workers and customers in work settings				
	Balance Life and Work		Being aware of how money can be earned Exploring the rewards they would like to get from paid work				Exploring what happens in the first few days when people start work Being aware that overwork is harmful to people's health Being aware that they and others can play a part in helping to ensure that people are treated well at work (Links to CST-Dignity of the worker) (Links to RSE-Communities we live in)	
	Seeing the Big Picture		Exploring work practices in the school environment that promote sustainability (Links to CST- Rights and Responsibilities) Exploring how working life is changing for people now ((Links to CST- Rights and Responsibilities)	Being aware of how scientific and technological aids help people do their work (Link to Science-Materials)				

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