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|   | **Week 1** 1st January 2024 | **Week 2**8th January 2024 | **Week 3**15th January 2024 | **Week 4**22nd January 2024 | **Week 5**29th January 2024 | **Week 6**5th February 2024 |
| **Science** | **Observing plants**To observe closely using simple equipment by recording observations of a variety of plants in the local environment.Can I look closely at plants and trees and record what I see?**Launch Day** | **Plant bulbs/ seeds and test growing conditions**To perform simple tests by setting upa comparative test to understand whatplants need to germinate and grow.Can I set up a test and make a prediction? | **Plants are living things, looking at lifecycles**To use observations and ideas to suggest answers to questions by giving ways we can tell that plants are living things.Can I suggest a way we can tell that plants are living things? | **What Do Plants Need?**To gather and record data to help in answering questions by measuring the results of a comparative test.Can I record the results of a comparative test? | **What does each part of a plant do?**To name and describe the purpose of parts of a plantCan I name each part of a plant and say what they do? | **How Different Plants Grow**To observe closely using simple equipment by measuring and recording the growth of seeds and bulbs.Can I make a bar chart to show the growth of a plant? |
| **History** | **Launch Day** | **Space Race** Learn about the history of space exploration and the race between America and Russia. Order events into a chronology of space travel.Can I place events, people & changes into correct periods of time. Can I use dates & vocabulary relating to the passing of time, including ‘century’ & ‘decade’?  | **Famous Astronauts – Moon Landings** Find out about the astronauts who made the first moon landing.Can I find out about key people from the period studied, using a range of information sources?Recall, select & organise historical information in interesting ways? | **Memories of The Moon Landing** Find out about experiences of men, women & children in period.Can I use a range of sources of information; Internet, eyewitness accounts, interviews with witnesses? Ask & answer questions; record info relevant to the enquiry? | **Tim Peake**Learn about the history of space exploration in the UK and the first Britain in space.Can I place events, people & changes into correct periods of time?Use dates & vocabulary relating to the passing of time, including ‘century’ & ‘decade’? | **What do I know about space?**Discuss what we have learned. What qualities would you need to get a job in space?Can I use my knowledge and key vocabulary to say what I would need to be an astronaut?Quiz |
| **Computing****Space Talk: Launch into Scratch coding** | **Explore – Space Talk**Use Scratch to give sprites an emote so they can communicate when clicked. | **Explore – Catch the bus**Code sprites to walk or fly to the bus before it drives off. | **Explore – Find the bug**Create a game in which you have to find a hidden bug on each level. | **Design – Silly eyes**Create your own app with a character whose eyes follow the mouse pointer. | **Design – Surprise! Animation**Create an animation of a story with a surprise. | **Invent – I made you a book**Create a book with multiple pages to tell a story or share facts. |
| **DT****Winding mechanisms** |  | **To learn techniques for winding mechanisms.**Share the powerpoint on ‘Amazing Machines and Mechanisms’ with the children and discuss. Children make their own pulley to see first hand how a winding mechanism (pulley) works. | **To design a winding mechanism** Think about the topic of ‘Space’ and design a mechanism that depicts a rocket going to the moon. | **To assemble, join and combine materials to complete a structure.**Start to assemble the mechanism ensuring that the structure is stable. | **To assemble, join and combine materials to complete a structure.**Start to assemble the mechanism ensuring that the structure is stable. | **To assemble, join and combine materials to complete a structure.**Start to assemble the mechanism ensuring that the structure is stable. Evaluate how well the winding mechanism works |
| **Gymnastics****(Cambridge)** | [Curriculum Map – Primary PE Planning](https://primarypeplanning.com/curriculum-map/)curriculum mapYear 2 gymnastics | To perform a shape when moving on apparatus with a strong body and control  | To perform a jump with control and a strong body | To perform rolls in different body positions with control | To perform balances on different body parts and form a sequence showing strong balances and hold for 3 seconds | To perform bunny hops across apparatus keeping my hands at and arms straight |
| **Games** |  |  |  |  |  |  |
| **RE****1.6 Who is Muslim and how do they live?** |  | Can I understand that Muslims believe in Allah as the one true God? | Can I find out about the Shahadah and how this is the most important belief for Muslims? | Can I say why the stories of the Prophet Mohammed are important to Muslims? | Can I understand how Muslims worship and pray? | Can I reflect on how Muslims live? |
| **PSHE - Belonging to a Community.**What rules are;Caring for others. needs;Looking after the environment. |  | Can I understand what rules are, why they are needed, and why different rules are needed for different situations? | Can I understand how people and other living things have different needs; about the responsibilities of caring for them?  | Can I understand about things I can do to help look after the environment? | Can I understand about the different roles and responsibilities people have in their community? | Can I recognise the ways I am the same as, and different to, other people? |
| **Music****Combining Musical Elements**Story based composition **Red Riding Hood** |  | **Singing and playing**Mu1/1.4To recognise and explore different sound sources.**Rhythm notation**Mu1/1.4Creating character motifs. | **Improvisation**Mu1/1.3Mu1/1.2Vocal and instrumental improvisation to create an atmosphere. | **Composing, notation and playing**Mu1/1.2Mu1/1.4Dynamics - to use sounds expressively to illustrate a story. | **Composing, notation and playing**Mu1/1.4Tempo - to use sounds expressively to illustrate a story. | **Performing and recording**Mu1/1.2Mu1/1.4to combine sounds expressively to illustrate a scene. |