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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 up  a comparative test to understand what  plants 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 plant  Can 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 map  Year 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**  Mu1/1.4  To recognise and explore different sound sources.  **Rhythm notation**  Mu1/1.4  Creating character motifs. | **Improvisation**  Mu1/1.3  Mu1/1.2  Vocal and instrumental improvisation to create an atmosphere. | **Composing, notation and playing**  Mu1/1.2  Mu1/1.4  Dynamics - to use sounds expressively to illustrate a story. | **Composing, notation and playing**  Mu1/1.4  Tempo - to use sounds expressively to illustrate a story. | **Performing and recording**  Mu1/1.2  Mu1/1.4  to combine sounds expressively to illustrate a scene. |