

<b>2</b>	<b>Term 1 Stone Age / Ancient Greece</b>	<b>Term 2 Medieval life</b>	<b>Term 3 Italy</b>	<b>Term 4 USA</b>	<b>Term 5 Eastbourne</b>	<b>Term 6 U.K.</b>
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<b>Paragon</b>	<p><b>What do people need? Stone Age</b> Basic needs - food, shelter, warmth, senses, prehistoric life, hunters and gatherers, the upper Palaeolithic.</p> <p><b>What is a community? Ancient Greece</b> Community, connections between families in a place, working together, sharing responsibility</p>	<p><b>How do people help their communities? The Middle Ages</b> Medieval life in a castle. (Spinning)</p>	<p><b>How do people make their dreams come true?</b> Renaissance explores and artists; da Vinci, Michelangelo, Columbus,</p>	<p><b>How do people create communities?</b> Woodland Indians, Pilgrims, Plymouth, creating a new community.</p>	<p><b>How do dreamers shape communities?</b> Significant people and events that have shaped Eastbourne and the community in Victorian times.</p>	<p><b>How do people communicate?</b> WW2 Morse code, code breakers, pigeons, boy messengers</p> <p><b>Why are people drawn to cities?</b> WW2 Bustling cities, new inventions and entertainment. London then and now.</p>
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<b>History</b>	<p>I can use words and phrases like: before, after, past, present, then and now. I can answer questions using books and the internet.</p>					
	I can use words like a long time ago, in the past etc.	I can name some local castles.	I can recount the life of someone famous who lived in the past.	I can explain what they did earlier and what they did later.	<p>I can give examples of things that were different when my grandparents were children.</p> <p>I can research the life of a famous person from Britain from the past using different sources of evidence.</p>	I can find out things about the past by talking to an older person.

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<b>Geography</b>	<p>I can say what I like and do not like about the place I live in.</p> <p>I can explain how an area has been spoilt or improved and give my reasons.</p>	<p>I can say what I like and do not like about a different place.</p>	<p>I can look at a map and say which is land and sea. I can find where Great Britain is on a world map. I can name some of the countries in Europe.</p>	<p>I can describe a place outside Europe using geographical words.</p>	<p>I can describe some of the features of an island.</p> <p>I can name the capital cities of England, Wales, Scotland and Ireland.</p> <p>I can find where I live on a map of the United Kingdom</p>	<p>I can say what I like and do not like about a different place.</p> <p>I can explain how jobs may be different in other locations.</p> <p>I can explain the facilities that a village, town and city may need and give reasons.</p>
	<p>Plus knowledge &amp; skills covered in GK sessions</p>					

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<b>Science</b>		<p><b>All living things &amp; their habitats.</b></p> <p>I can identify that most things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different animals &amp; plants, and how they depend on each other.</p> <p>I can describe how animals obtain their food from plants &amp; other animals, using the idea of a simple food chain, and identify &amp; name different food sources.</p>	<p><b>Use of everyday materials.</b></p> <p>I can identify and compare the suitability of a variety of every day materials including wood, metal, plastic, glass, brick, rope, paper &amp; cardboard for particular uses.</p> <p>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>All living things &amp; their habitats.</b></p> <p>I can explore &amp; compare the differences between things that are living, dead and things that have never been alive.</p> <p>I can identify &amp; name a variety of plants &amp; animals in their habitats, including micro-habitats.</p>	<p><b>Plants</b></p> <p>I can observe and describe how seeds and bulbs grow into mature plants.</p>	<p><b>Plants</b></p> <p>I can find out &amp; describe how plants need water, light and a suitable temperature to grow &amp; stay healthy.</p>	<p><b>Animals, including humans.</b></p> <p>I can notice that animals, including humans, have off-spring which grow into adults.</p> <p>I can find out about &amp; describe the basic needs of animals, including humans, for survival.</p> <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>

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<b>Art &amp; Design Technology</b>	<b>Art</b>	<b>DT</b>	<b>Art Skills lesson</b>	<b>Art</b>	<b>Art Skills lesson</b>	<b>Art</b>
	<p>I can choose and use three different grades of pencil when drawing.</p> <p>I can use charcoal, pencil and pastel to create art.</p> <p style="text-align: center;"><b>DT</b></p> <p>I can think of an idea and plan what to do next.</p> <p>I can make a clay pot.</p>	<p>I can think of an idea and plan what to do next.</p> <p>I can choose tools and materials and explain why I have chosen them (scissors, masking tape etc).</p> <p>I can explain what went well with my work.</p> <p style="text-align: center;"><b>Links to science</b></p> <p>I can explain why I have chosen specific textiles.</p>	<p>I can mix paint to create all the secondary colours.</p> <p>I can create brown.</p> <p style="text-align: center;"><b>Artist Da Vinci and Michelangelo</b></p> <p>I can suggest how artists have used colour, pattern and shape.</p> <p style="text-align: center;"><b>Mona Lisa</b></p> <p>I can create a piece of art in response to the work of another artist</p> <p style="text-align: center;"><b>DT</b></p> <p>I can describe the ingredients I am using.</p>	<p>I can create a printed piece of art by pressing, rolling, rubbing and stamping</p> <p style="text-align: center;"><b>DT</b></p> <p>I can measure materials to use in a model or structure..</p>	<p>I can use a viewfinder to focus on a specific part of an artefact before drawing it.</p>	<p>I can create tints with paint by adding white I can create tones with paint by adding black.</p> <p style="text-align: center;"><b>DT Skills lesson</b></p> <p>I can join materials and components in different ways.</p>
	<p><b>Portraits</b></p> <p>Drawing on sand paper</p> <p><b>Clay pot</b></p>	<p><b>Making a castle (Paragon work shop)</b></p>	<p><b>Mona Lisa artwork</b></p> <p><b>Valentine's day biscuits</b></p>	<p><b>Woodland Indian collage</b></p> <p><b>Easter baskets.</b></p>	<p><b>Drawings and paintings based on shell patterns.</b></p>	<p><b>London skyline</b></p>

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<b>Jigsaw</b>	<b>PSHE</b>	<b>Theme:</b> Being Me in My World.	<b>Theme:</b> Celebrating Difference	<b>Theme:</b> Dreams & Goals	<b>Theme:</b> Healthy Me	<b>Theme:</b> Relationships	<b>Theme:</b> Changing Me
	<b>RE</b>	<b>Religion:</b> Christianity. <b>Theme:</b> What did Jesus teach? <b>Key Question:</b> Is it possible to be kind to everyone all the time?	<b>Religion:</b> Christianity <b>Theme:</b> Christmas- Jesus a gift from God. <b>Key Question:</b> Why did God give Jesus to the world?	<b>Religion:</b> Judaism <b>Theme:</b> Passover <b>Key Question:</b> How important is it for Jewish people to do what God asks them to do? <b>Religion:</b> Islam <b>Theme:</b> Prayer at home. <b>Key Question</b> Does praying at regular intervals every day help a Muslim in his/her everyday life?	<b>Religion:</b> Christianity <b>Theme:</b> Easter-The Resurrection <b>Key Question:</b> Is it true that Jesus came back to life again?	<b>Religion:</b> Judaism <b>Theme:</b> The Covenant <b>Key Question</b> How special is the relationship Jews have with God?  <b>Religion:</b> Islam <b>Theme:</b> Community & Belonging <b>Key Question:</b> Does going to the Mosque give Muslims a sense of belonging?	<b>Religion:</b> Judaism <b>Theme:</b> Rites of passage & good works. <b>Key Question</b> What is the best way for a Jew to show commitment to God?  <b>Religion:</b> Islam <b>Theme:</b> Hajj <b>Key Question:</b> Does completing Hajj make a person a better Muslim?
	<b>General Knowledge</b>						
<b>ICT</b>		We are astronauts. Programming on screen	We are games testers. Exploring how computer games work	We are photographers. Taking better photos.	We are researchers. Researching a topic.	We are detectives. Collecting clues.	We are zoologists. Collecting data about bugs.
<b>Music</b>		<b>Alex Dalton</b>					

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PE		Games	Dance	Gymnastics	Games	Athletics	Athletics
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<b>Literacy</b>	Linked to Paragon if appropriate	<p><b>Non-Fiction Persuasion (2 weeks)</b> Make a poster for the Flints and Skins stall at the market persuading people to buy.</p> <p><b>Poetry (1 week)</b> Stories with a rhyme We're going on a mammoth hunt. Children learn off by heart with actions</p>	<p><b>Narrative Traditional stories (2 weeks)</b> Stories about castles and dragons.</p> <p><b>Recount (2 Weeks)</b> The Christmas play.</p> <p><b>Poetry (1 Week)</b> Fireworks shape poems.</p> <p style="text-align: center;"><b>Christmas</b></p>	<p><b>Narrative (2 Weeks)</b> Book Katie and the Mona Lisa. Writing stories through paintings. Non-Fiction</p> <p><b>Discussion (2 Weeks)</b> Discuss famous artists in Paragon and write facts about them</p> <p><b>Poetry (1 week)</b> Sound poems about the weather.</p> <p style="text-align: center;"><b>Valentine's day</b></p>	<p><b>Narrative Describing characters (2 Weeks)</b> Katie Morag</p> <p><b>Non-Fiction Explanations (2 Weeks)</b> Non-Fiction books about pets.</p> <p><b>Poetry Acrostic. (1 week)</b></p> <p style="text-align: center;"><b>Easter Mother's Day</b></p>	<p><b>Narrative Write own story (2 Weeks)</b> Jack and the beanstalk</p> <p><b>Non-Fiction Instructions (2 weeks)</b></p> <p><b>Poetry Silly stuff (1 Week)</b></p>	<p><b>Narrative Sustained interest in a longer narrative. (2 Weeks)</b></p> <p><b>Non-Fiction Revisit (2 Weeks)</b></p> <p><b>Poetry Adventurous words. (1 Week)</b> During this term we will complete our writing for SATs. Then we will begin to make our own Jolly Postman book which will revise all the different writing genres. These will include a postcard, letter, invitation, birthday card, story and poster.</p> <p style="text-align: center;"><b>SATs and Phonic test</b></p>
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<h1>Maths</h1>	Numicon +Pearson	<b>Number and Place value</b> Begin to compare and order numbers from 0 to 100  Begin to recognise the place value of each digit in a 2-digit number.  <b>Addition and subtraction</b> Number facts and number bonds to 10 and 20  <b>commutative</b>  Addition and subtraction of 2 digit numbers and tens.  <b>Multiplication and division:</b> Doubles & near doubles. Counting in 2s, 5s & 10s  <b>Measures:</b> Need for standard units,  Metres & centimetres  <b>Geometry</b> Identify & compare 2D shapes.  Position & direction  <b>Statistics</b> Sort objects using Venn & Carroll diagrams.	<b>Number and Place value:</b> -Compare and order numbers. -Round numbers to nearest 10 .  <b>Addition and subtraction:</b> - Add mentally two 2-digit numbers by counting on in 10s and 1s. -Add and subtract 10 in order to add or subtract 9 or 11 to and from a 2 digit number -Solve word problems.  <b>Multiplication and division:</b> -Doubles and halves to 15 -Learn 2, 5 and 10 x table facts -Odd and even numbers - use arrays, x, sign - division as grouping <b>Fractions, Decimals, Ratios and Percentages:</b> -Find fractions of shapes -Find fractions of numbers. <b>Measures:</b> -Tell the time to to $\frac{1}{4}$ to and past - Work with money to at least £1 -Understand units of time. -Measure perimeter of 2D shapes. <b>Geometry:</b> -Properties of 3D shapes. <b>Statistics</b> Interpret & construct pictograms, bar charts, tally charts.	<b>Number and Place value:</b> -Use place value & number facts to solve problems -count in steps of 3 - begin to know place value of 3 digit numbers  <b>Addition and subtraction:</b> - Show that addition is commutative and subtraction is not. - Mentally add & subtract 2 digit numbers - solve problems <b>Multiplication and division:</b> - Recall and use multiplication and division facts for the 2, 5, - Show that multiplication is commutative and division is not. - solve problems using arrays, repeated addition or a number line.  <b>Fractions, Decimals, Ratios and Percentages:</b> -recognise , name & write fractions - Find equivalent fractions <b>Measures:</b> -Measure length, weight & capacity to nearest unit. -tell time to 5 minutes past the hour, . <b>Statistics</b> -Answer questions, compare & sort data. - Ask & answer simple questions.
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