

|                         | WeatWeatScience  | Wriggle and<br>Crawl<br>Year 2 Science  | Wuck, Mess<br>and<br>MixturesYear 2<br>Art and design   | Street<br>Detectives<br>Year 2 History  | The Scented<br>Garden<br>Year 2 Science    | Towers,<br>Tunnels and<br>TurretsYear 2<br>Design and technology   |
|-------------------------|--|---|---|---|--|--|
| Suggested text          | The Snail and the<br>Whale – Julia<br>Donaldson; Tiddler<br>– Julia Donaldson;<br>Sally and the<br>Limpet – Simon<br>James; A House<br>for a Hermit Crab<br>– Eric Carle | The Very Hungry<br>Caterpillar – Eric<br>Carle; The Bad-<br>Tempered<br>Ladybird – Eric<br>Carle; Mad about<br>Minibeasts! – Giles<br>Andreae | The Magic<br>PorridgePot –<br>Rosie Dickins; The<br>Day the Crayons<br>Quit – Drew<br>Daywalt; The<br>Pencil – Allan<br>Ahlberg | PaddingtonGoes<br>to Town – Michael<br>Bond;TheElves<br>and the<br>Shoemaker – Vera<br>Southgate and<br>Robert Lumley | The Enormous<br>Turnip – Vera<br>Southgate | The Tunnel –<br>Anthony Browne;<br>Sir Scallywag and<br>the Battle for<br>Stinky Bottom –<br>Giles Andreae |
| Memorable<br>experience | Beach visit  | Minibeast hunt  | Messy mixtures<br>morning   | Walk around the local community   | Visita garden<br>centre or florist         | Princes, Princesses<br>and Knights dress<br>up day   |
| Innovate challenge      | Create a sea   | Minibeast life  | Messy art   | Improve the local   | Make a fragranced                          | Makeafortressfor   |

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|-------------------------|--|--|---|---|--|--|
|                         | creature   | cycle animation  | exhibition  | area  | gift   | thethreelittlepigs   |
| English                 | Katie andthe<br>starry night<br>descriptive writing<br>(2 weeks)<br>Describing settings<br>Billy's Bucket (2<br>weeks), Captain<br>Cook or Grace<br>Darling biography<br>(2 weeks) | Information books<br>(3 weeks) Poetry<br>Riddles (2 weeks)<br>Recount of Stover<br>park visit (1 week) | Instructions<br>Making slime(1<br>week) Non<br>-chronological<br>reports Penguins<br>(3 weeks) Poetry<br>Seasons(2 weeks) | Narrative/letters<br>How to Hide a<br>Lion in School (3<br>weeks) Wanted<br>the Perfect Pet (2<br>weeks)<br>Assessment week<br>(1 week Feb) | Narrative The<br>Enormous Turnip<br>(3 weeks) Poetry<br>Senses (2 weeks) | Jack andthe<br>Beanstalk (F)<br>Burrowing Animals<br>(NF)            |
| Physical<br>development | Invasion Games   | Gymnastics   | Dance   | Invasion Games  | Net/wall activities  | Striking and<br>Fielding   |
| Geography               | Coastal features   | Fieldwork  |   | Fieldwork in the local area; Human and physical   | Plants in the local<br>environment;<br>Plants of the world               | Amazing<br>structures around<br>the world; Towers                    |

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|                       |  |   |   | and making maps;<br>Aerial images                                 |   | local area   |
| Computing             | Web searches;<br>Common uses of<br>ICT; Digital<br>presentations | Creating and<br>debugging<br>programs;<br>Algorithms; Uses<br>of ICT beyond<br>school; Stop<br>motion animation;<br>Logical reasoning;<br>Presentations | Stop motion<br>animation;<br>Photography;<br>Presentations  | Photo stories;<br>Algorithms                                      | Presenting<br>information                                   | Drawing software   |
| Art and design        | Sketchbooks; 3-D<br>modelling; Sand<br>art; Seascapes            | Observational<br>drawing; Model<br>making   | Printing; Food<br>landscapes; Mixed<br>media pictures and<br>collages; Colour<br>mixing; Using clay | Famous local<br>artists; Creating<br>views from the<br>local area | Observational<br>drawing;<br>Sculpture; Flower-<br>pressing | Sculpture using natural materials                                    |
| Design and technology | Finger puppets   | Origins of food;<br>Selecting natural   | Food tasting;<br>Origins of food;   | Making models;<br>Baking; Making                                  | Making fragrant products                                    | Making models of<br>towers, bridges                                  |

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|                                |   | materials  | Healthy meals;<br>Following recipes;<br>Designing an<br>outdoor kitchen | signs; Designing<br>buildings   |   | and tunnels  |
| History                        |   |  |   | Changes within<br>living memory;<br>Significant people;<br>Places and events<br>in the local area |   | Castles and castle<br>life; Significant<br>individuals –<br>Isambard Kingdom<br>Brunel |
| Science                        | Habitats; Living<br>and non-living<br>things; Food<br>chains; Basic<br>needs of animals;<br>Working<br>scientifically | Habitats; Animals,<br>including humans;<br>Working<br>scientifically | Everyday<br>materials; Working<br>scientifically                        | Everyday<br>materials; Plants   | Plants                                  | Habitats; Everyday<br>materials; Working<br>scientifically                             |
| Linked<br>investigations (LTI) | How manyarms<br>does an octopus   | Do insects have a favourite colour?                                  | Which stuffis stickier? How is  | How doplants grow in winter?  | What's on your<br>wellies? Can seeds    | Can you make a paper bridge?   |

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| have? Will it<br>degrade?      | Do snails have<br>noses? What is the<br>life cycle of the<br>ladybird? Where<br>do snails live? | mud made?What<br>shape is a bubble?                       |  | grow anywhere?<br>How does grass<br>grow? | Wheredoworms<br>like to live?  |