Kilburn Grange School
LEARN ENJOY SUCCEED

The planning below details suggested learning that pupils may experience during that topic. It will be adapted to the class/year group and their interests and next steps. The half-termly curriculum leaflet that parents receive in the beginning of each half-term will outline the experiences and objectives that will be covered.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching termly topic	**Significant People**		**All Around the World**		**Our Wonderful World**	
Half-termly focus and key questions	***Heroes*** • What makes someone a hero? • How do heroes help us?	***The Royals*** • Who is our monarch and what does she do? What is she like? • How have the lives of kings and queens changed over the years? • How have kings and queens influenced our history?	***We are the United Kingdom*** • What makes Great Britain great? • What is Great Britain like? • How has transport in the U.K. changed from the past? What animals live in the seas, skies and mountains of the United Kingdom?	***Down Under*** • How do the physical and human features of London compare to Australia?	***From Field to Fork*** • Where does our food come from? • How does our food get to our fork?	***Save Our World*** • What's is happening to the habitats of animals around the world? • What impact does our choice of materials have on our environment? • How can we help look after our world?
Super starter	Dress up as superheroes	Dress up as queens and kings and make crowns	British treats to taste from the different countries	Pretend trip to Australia	Taste different fruits and vegetables from around the world	Complete different challenges using recyclable materials
Possible Visits and visitors	• Doctor/nurse/dentist visits us to talk about keeping healthy • Florence Nightingale Museum	• Visit Tower of London. • Victorian loan box from Brent Museum • Sing carols to elderly nursing home	• Visit Houses of Parliament	• Visit a church	• Visit a farm or market • Chef visits Year 2 classrooms and explain how the food gets to our forks for lunch	• Trip to nature reserve
Fantastic finish	Learning Celebration: • Make a superhero puppet • Look at exercise books	• Christmas Play/Nativity • Look at exercise books	Learning Celebration: • Class assembly • Look at exercise books	Learning Celebration: • Display D.T. creations and art work • Look at exercise books	Learning Celebration: • Poetry recital • Look at exercise books	Learning Celebration: • Display D.T. creations and art work • Look at exercise books
English SPOKEN LANGUAGE	*All objectives are taught throughout the academic year:* • I can explain an idea or process • I can ask specific questions to aid my understanding • I can respond to questions and explain further to justify my point					

	• I can take turns to talk, and respond in two-way conversations and groups • I can use language and vocabulary suitable for my listener e.g. talking to my friends or talking to our headteacher • I can check that my listener understands my meaning I can explore ideas by discussing them					
Key Book(s) and Poem(s) READING *(all strands are taught throughout the academic year: Decoding, Vocabulary, Inference, Predicting, Explain, Retrieve and Sequencing)*	• The Astonishing Secret of Awesome Man Superhero Hotel • Fact files about nurturing nurses	• The Princess and the Pea and alternative story to Princess and the Pea, by Mini Grey • Kings and Queens, by Tony Robinson If I Were King (A.A. Milne)	• The Lion, Witch and the Wardrobe • Non-fiction texts about U.K.	• Where the Forest Meets the Sea • At the Beach by Ronald Harvey • Non-fiction texts about Australia •	• The Gigantic Turnip or The Little Red Hen • Non-fiction texts about foods, plants and trees	• The Last Wolf • Non-fiction books about rubbish, recycling and looking after our planet
English WRITING *(all strands are taught throughout the academic year: Purpose & effect, Grammar, Punctuation, Handwriting, Spelling)*	• Story with a familiar setting • Instructions e.g. how to wash hands • Non-chronological reports on nurturing nurses/heroes • Acrostic poems related to keeping healthy	• Traditional Tales (recount from the perspective of different characters or different ending) • Nonsense poems – silly/humorous •	• Stories with contrasting settings (familiar and fantasy) • Diary entry • Non-chronological reports about the U.K. • Shape poems	• Stories with contrasting settings (adapt/retell) • Letter writing What am I? riddles (linked to animals)	• Traditional Tales and stories from a range of cultures (recount from the perspective of different characters or different ending) • Book reviews • Instructions, e.g. how to plant a seed or care for a plant and recipe • Reciting familiar poem by heart	• Write own story by adapting the character/animal • Different stories by the same author (e.g. Mini Grey) • Leaflet about saving our world and looking after it • Newspaper articles about disasters happening due to people not looking after our world • Alliterative poems about recycling

Mathematics (from Power Maths Scheme of Work)	• Unit 1: Numbers to 100 • Unit 2: Addition and subtraction 1 • Unit 3: Addition and subtraction 2	• Unit 4: Money • Unit 5: Multiplication and division 1	• Unit 6: Multiplication and division 2 • Unit 7: Statistics • Unit 8: Length and height	• Unit 9: Properties of shapes • Unit 10: Fractions	• Unit 11: Position and direction • Unit 12: Problem-solving and efficient methods	• Unit 13: Time • Unit 14: Weight, volume and temperature
Science	Unit 1: Hygiene Heroes Unit 2: Super Food for Super Heroes Unit 3: Super Fit Unit 4: Super Materials *Working scientifically:* Observing over time: -How do our bodies change over time? Identifying and classifying: -Magnet walk -How can the shape of different materials be changed? Pattern seeking: -How does a cold spread? Researching: -How do you get to be an Olympian? -What super materials is our school made out of? Why have these materials being used to make these things? -How do vegetables keep us healthy?	Unit 5: Beautiful Bulbs Unit 6: Her Majesty, the Queen Unit 7: Posh Parks *Working scientifically:* Observing over time: -How do bulbs grow? How do they change as they grow? Researching: -What animals and plants are found in the posh Queen's parks around London? Identifying and classifying: -Classify animals into 5 types	Unit 8: Splendid Seas and Skies Unit 9: Marvellous Mountains *Working scientifically:* Observing over time: -How do bulbs grow? How do they change as they grow? Identifying and classifying: -Classify animals into 5 types and habitats/micro-habitats Researching: -What animals and plants are found in the seas and skies of the U.K.? Comparative test: -What's the best materials to fix the hole in bucket (to make a sand castle)?	Unit 10: Splendid Seas and Skies Unit 11: Open Outback *Working scientifically:* Observing over time: -How do bulbs grow? How do they change as they grow? Identifying and classifying: -Classify animals into 5 types and habitats/micro-habitats Researching: - What animals and plants are found in the seas and skies of Australia?	Unit 12: From Field to Fork *Working scientifically:* Observing over time: -How do bulbs grow? How do they change as they grow? -Observe daffodils Identifying and classifying: -Classify edible and inedible plants -Classify deciduous and evergreen trees -Classify things that alive or not alive Pattern seeking: -Do the biggest fruits have the most seeds? Comparative test: -Which material is best for a cress seed to grow OR light test when growing plants?	Unit 13: Recycled Materials *Working scientifically:* Observing over time: -How does our rubbish change over time if we bury them? (e.g. lego brick, potato peel) -What happens to different types of rubbish when the wind blows? Identifying and classifying: -We've got a big pile of different materials that we can recycle. How are we going to sort them for recycling? Can we use a magnet to help us? Researching: -How can we help recycle? Why is it important? (linked to leaflet in English)

	-What difference did Louis Pasteur's discovery make to our lives? Comparative test: -Which liquids are the fastest? -Which material is best to make a cape or shield for a superhero?					
Geography	No unit in this topic	No unit in this topic	• What can you see in the aerial views of the U.K.? • What are some famous landmarks in the U.K.? What are some human and physical features? What are the names of seas and oceans surrounding the U.K.? • How do you read a map of the U.K.? • How can I use locational and directional language and compass directions to describe the features and routes on a map? How do symbols help us to read a map? • What are the four countries of the	• What are the world's seven continents? • What are the world's five oceans? • What is the equator? • What are the hot and cold areas of the world in relation to the equator and the North and South poles? • How do you use maps to locate places around the world including the U.K and Australia? • How can I use locational and directional language and compass directions to describe the features and routes on a map? • What are the similarities and differences between human and physical	• What food grows in the four countries of the U.K.? • What food comes from other countries? Where do these foods come from? • How does our food get to our forks?	• Where are the animal habitats around the world that are being affected by humans? • How are the human and physical features being changed? How are the animals affected?

			U.K.? What are their capital cities called? • What are the animals, flags and flowers associated with each country? • What is the weather like in London and around the U.K.? How do you read a map?	features between the U.K. and Australia? • ▮		
History	• Who are some famous people that have helped people? • What makes them a hero? How have they helped people? How have they changed the world? • What was life like during the time periods when these heroes were alive? How is it similar or different to how life is now?	• What are the similarities and differences between school life, transport and home life during Queen Victoria's reign to Queen Elizabeth's II? • What changes and inventions happened during Queen Elizabeth's life? How have some objects such as the television and phone changed during her life? • What happened in the Gunpowder Plot? How has the role of the monarchy changed over time?	• Who are some famous people that grew up from our local area? • What are some famous discoveries and inventors from Great Britain (printing press, chocolate bar, telescope, toothbrush, world wide web, atm)? How have these inventions changed the world?	No unit in this topic	No unit in this topic	• When was plastic first used/invented? What was the impact on us of its invention? (linked to research for Science)
Computing	• Can you trust everyone you meet online?	• What is a QR code and how do you use it?	• How do we use a search engine?	• What is coding? • How do we code? How do we save and present work?	• How do we create a digital book and digital illustrations?	• How do we use technology to communicate positively?

	• Can you believe everything you read online? • How do you use the internet safely and positively?	How do you make and share a video?				
Art	Printmaking Artist:	Painting Artist:	Drawing Artist:	Mixed Media Artist:	Collage Artist:	Sculpture Artist:
Design and Technology	Moving picture	Junk model a castle	Paper mache models of landmarks in the U.K.	Making a vehicle	Make a salad that encourages children to eat more vegetables or fruits	Design and sew a tote bag
Personal, Social, Health and Economic Education	*Jigsaw: Being Me in My World* School Value Focus: WE CARE and Collaborate (revisited throughout the year)	*Jigsaw: Celebrating Difference* School Value Focus: Enjoy	*Jigsaw: Dreams and Goals* School Value Focus: Aspire	*Jigsaw: Healthy Me* School Value Focus: Endeavour	*Jigsaw: Relationships* School Value Focus: Wonder	*Jigsaw: Changing Me* School Value Focus: Reflect
Religious Education	Leaders and Teachers	Christmas Celebrations	Who was Buddha?	Christian Rites of Passage *(Visit to a church)*	Why is the Torah special?	What do Sikhs believe?
Music	Pitch and Rhythm through singing • Songs which will be played on recorder next term • Development of aural awareness and musical literacy using Solfa • Use of tuned percussion to increase knowledge and understanding of pitch		Recorder Introduction • Recorder skills – tonguing, minimum notes BA or CA • Reading from staff notation • Creating rhythm patterns for the class to echo • Singing development – songs which include recorders, singing recorder pieces		Recorder Development • Recorder skills – tonguing, minimum notes BAG or CAD • Reading notation • Improvising using known notes • Continuing singing development	
Physical Education	Multi-skills and catching and throwing	Dance	Gymnastics	Multi-skills (eye coordination)	Target games	Athletics