



Long Term Plan/ Curriculum Map 2021/ 2022 St Joseph's Catholic Academy



AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
ENGLISH					
<i>Genres and texts</i>					
<p>The Storm Whale by Benji Davies</p> <p>Dear Green peace</p> <p>Writing Opps: Diary (recount) Letter Book comparison Character Description Letter</p> <p>Non chronological Report (Pets)</p>	<p>Traction Man</p> <p>Writing Opps: Character Description Narrative Letter</p> <p>The Great Fire of London</p> <p>Newspaper Report</p> <p>London Factfile</p> <p>POETRY - Christmas</p>	<p>ROALD DAHL – George’s Marvellous Medicine</p> <p>Diary Writng Character Description Setting description</p> <p>Instructions – Bread Making</p>	<p>ROALD DAHL – George’s Marvellous Medicine</p> <p>Narrartive</p> <p>Explanantion Text - Our Own Medicine</p> <p>Poetry</p>	<p>DIFFERENT STORIES BY THE SAME AUTHOR – Anthony Browne</p> <p>INTO THE FOREST Gorilla</p> <p>Recount Book comparison Character Description Narrative</p>	<p>Alternative Fairy Tales</p> <p>Non FICTION</p> <p>Poetry</p>
MATHS					
<i>Units</i>					
<p>Number: Place Value Geometry: Properties of Shape</p>	<p>Number: Addition and Subtraction Number: Money Measurement : Time</p>	<p>Number: Multiplication and Division Measurement: Mass, Capacity and Temperature</p>	<p>Number: Fractions Consolidation of all number work Measurement: Length and Height Position and Direction</p>	<p>SATS</p>	<p>Problem solving and efficient methods. Statistics Consolidation</p>



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RE					
Units					
A -OLD TESTAMENT STORIES AND PRAYERS (LF) B - SHARING IN THE LIFE OF JESUS (KC)	C- ADVENT (LF) D- CHRISTMAS(LF) E- PARABLES/ MIRACLES (KC)	D- Christmas cont F- SPECIAL CELEBRATIONS (KC)	G- LENT (LF) H- HOLY WEEK (LF) K- OUR CHURCH (KC)	I -EASTER (LF) J- PENTECOST (LF)	L- THE MASS (KC) Looking at another Faith (LF)
Teaching Sequence					
Unit A 1) Books in the Bible 2) Important people in the Old Testament 3)The Story of Noah. 4) Abraham and Isaac. 5) Jonah and the Whale 6)Psalms of thanks 7) David and Goliath 8) The prophet Daniel. Unit B - Sharing in the Life of Jesus 1. Events of Jesus' and Mary's lives and how these would have affected Mary. Timeline 2 Flight into Egypt 3. Wedding at Cana 4. Mary at the Cross 5. The Rosary 6. Call of the Disciples 7. Prayer 8. The Saints	1.Remembrance (link to the Saints- Unit B) Unit C - Advent 2. Emmanuel – the prophets foretell the coming of the Messiah. 3. Zechariah and the angel 4. Who was John the Baptist? 5.John the Baptist's message 6.Advent preparation- Advent Wreath 7. Advent preparation – Advent Calendar 8. Advent prayer – Waiting Unit D – Christmas 1) The story of the Annunciation. 2) The journey to Bethlehem.	Unit D – Christmas 1.The Magi 2. Follow the Star 3. The Gifts 4) Joseph's Dream and the escape to Egypt. Unit E - Parables and Miracles 1) What is a miracle? 2) Jesus words and actions in miracle stories. 3) The Anointing of the Sick 4) What makes a good teacher? What is a parable? 4) Parable of the talents- what are your talents? 5) Parable of the Sower 6) The Prodigal son Unit F – Special Celebrations 1. Different celebrations 2. Liturgical Calendar 3.Christmas 4. Lent 5. Easter 6. Baptism 7. Marriage	Unit G – Lent 1) Signs and Symbols of Lent . 2)A time of forgiveness – Ash Wednesday. 3)The Lost Sheep – sorry stones 4. Peter asks about forgiveness 4)The Unforgiving Servant. 5) The Sacrament of Reconciliation. Unit H– Holy Week 1.Palm Sunday 2.Last Supper 3. Serving others links with the priesthood 4. Gethsemane and Good Friday 5. Stations of the Cross 6. Images of Jesus on the cross Unit K – Our Church 1) Belonging to a community.	Unit I– Easter 1.The Resurrection stories – different points of view 2. He is Risen! Easter poster 3.Celebrating Easter – Paschal Candle 4. Celebrating Easter – the symbol of water 5. Thomas the Disciple 6. The Road to Emmaus Unit J– Pentecost 1. The story of Pentecost – Jesus' promise 1. Celebrating Pentecost - symbols 2.The Holy Spirit and the Holy Trinity 3. How the Holy Spirit helps us today- prayer to the Holy Spirit 4. The Holy Spirit in Confirmation	Unit L– The Mass 1. Who celebrates Mass? 2. Gathering Together 3. The sequence of Mass 4. Listening to God's Word 5. Homily and Bidding Prayers 6. The Gifts of Mass 7. Mass is special because... reflection



			<p>2) Roles and Responsibilities in the Parish.</p> <p>3) The Church and its symbols</p> <p>4) The conversion of St Paul.</p> <p>5) Peter in Prison</p>		
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SCIENCE
Mutual Respect and Tolerance of Different Faiths and Beliefs.

Threshold Concepts

Work scientifically

This concept involves learning the methodologies of the discipline of science.

Understand plants

This concept involves becoming familiar with different types of plants, their structure and reproduction.

Understand animals and humans

This concept involves becoming familiar with different types of animals, humans and the life processes they share.

Investigate living things

This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.

Understand evolution and inheritance

This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct.

Investigate materials

This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.

Understand movement, forces and magnets

This concept involves understanding what causes motion.

Understand the Earth's movement in space

This concept involves understanding what causes seasonal changes, day and night.



<p>Investigate light and seeing This concept involves understanding how light and reflection affect sight.</p> <p>Investigate sound and hearing This concept involves understanding how sound is produced, how it travels and how it is heard.</p> <p>Understand electrical circuits This concept involves understanding circuits and their role in electrical applications.</p>				
<i>Units</i>				
<p>Animals including Humans</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene 		<p>MATERIALS and their uses</p> <ul style="list-style-type: none"> • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. 	<p>Plants</p> <ul style="list-style-type: none"> • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<p>Animals and their Habitats</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Explore and compare the differences between things that are living, that are dead and that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.



Teaching Sequence			
<p>1) Animals and their young. 2) What can all animals do? 3) How do humans change? What can you do know that a baby can't? 4) The importance of a healthy diet.- eat well plate/food groups 5) The importabnce of exercise? What happens to our body when we exercise? 6)Being hygienic – sneeze experiment.</p>	<p>1) Soritng materials into grpups and identifying properties. 2) Siutability of materials for different uses. 3) Testing materials – Tights for 'the Smartest Giant' 4) Egg box experiment 5) Changing the Shape of materials</p>	<p>1)Close observation drawings of seeds and bulbs. 2)Draw and label parts of a plant. 3) What will a seed need to grow? Planting sunflower seeds and placing in different areas.. 4) Observing and measuring the growth of the plants – which grows best and where? 5) Plants that we eat – which part do we eat? Plant a range of other seeds outside in veg patches.</p>	<p>1) What is a habitat? 2) Living, dead, never alive. 3) Microhabitats – visit and study. 4) Microhabitats – naming and identifying 5) Food chains. 6) What is a herbivore, carnivopre, omnivore? 7) World habitats.</p>



HISTORY		
Threshold Concepts		
<p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p>Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past</p>		
<p>THE GREAT FIRE OF LONDON</p> <p>To Investigate and Interpret the Past</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented <p>To build an overview of world history</p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. <p>Understand Chronology</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Use dates where appropriate. 	<p>EXPLORERS</p> <p>To Investigate and Interpret the Past</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented <p>Understand Chronology</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Use dates where appropriate. <p>To build an overview of world history</p> <ul style="list-style-type: none"> • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<p>LOCAL HISTORY</p> <ul style="list-style-type: none"> • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.



<u>Teaching Sequence:</u>	<u>Teaching Sequence:</u>	<u>Teaching Sequence:</u>
THE GREAT FIRE OF LONDON 1.Introducton & What was London like in 1666? 2.Tudor houses 3.How did the fire start? 4.How and why did the fire spread? 5.What was it like for people during the fire? 6.How did people try to stop the fire? 7.How was the fire eventually stopped and what effects did it have on the city of London? 8.Rebuilding London.	GREAT EXPLORERS 1. Introduction to explorers and exploration 2. Why did people explore? 3. Raleigh 4. Scott 5.Edmund Hillary 6. Space Exploration	LOCAL HISTORY 1. Introduction - What is Local history? Family trees 2. Romans 3. Naming the Potteries – five towns 4.Canals 5. Railways 6. History around us - our school 7. Goldenhill then and now – Local history walk
GEOGRAPHY		
Threshold Concepts <ul style="list-style-type: none">• Investigate places This concept involves understanding the geographical location of places and their physical and human features.• Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.• Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques		



Our Great Britain	Exploring Our Wonderful World	Exploring Where We Live & Map Skills
<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key human features, including: city, town, village, factory, farm, house, office and shop. 	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Name and locate the world's continents and oceans • Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country. • Identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. 	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Identify land use around the school. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1)
Teaching Sequence		



<p>Our Great Britain</p> <ol style="list-style-type: none"> 1.Introducton – finding the UK & its countries 2. Wales 3.Scotland 4. Ireland 5. England 6. London 7. comparing location types <p>Mutual Respect and Tolerance of Different Faiths and Beliefs.</p>	<p>Exploring Our Wonderful World</p> <ol style="list-style-type: none"> 1.Ghana – a contrasting country to the UK 2. Africa 3. Continents of the Word 4. Oceans of the World 5.Parts of my planet 6. World Climates <p>Mutual Respect and Tolerance of Different Faiths and Beliefs.</p>	<p>Exploring Where We Live & Map Skills</p> <ol style="list-style-type: none"> 1.Introducton to maps - comparing differernt kinds of maps, creating a sketch map 2. Creating a route on a map 3.Atlas skills – the UK 4. Atlas skills – The World 5. Viewing from above 6. Our Local area <p>Mutual Respect and Tolerance of Different Faiths and Beliefs.</p>
DESIGN AND TECHNOLOGY		
<p><u>Threshold Concepts</u></p> <p>Master practical skills This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed as appropriate for your school).</p> <p>Design, make, evaluate and improve This concept involves developing the process of design thinking and seeing design as a process.</p> <p>Take inspiration from design throughout history This concept involves appreciating the design process that has influenced the products we use in everyday life.</p>		



<p>Wheeled Vehicles</p> <p>Design</p> <ul style="list-style-type: none">• design purposeful, functional, appealing products for themselves and other users based on design criteria.• generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none">• select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none">• explore and evaluate a range of existing products.	<p>Sewing Textiles Cuddly Toys</p> <p>Make</p> <ul style="list-style-type: none">• select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none">• explore and evaluate a range of existing products.• evaluate their ideas and products against design criteria• Design products that have a clear purpose and an intended user.• Make products, refining the design as work progresses.• Shape textiles using templates.	<p>Making Healthy Pizzas</p> <p>Cooking and nutrition</p> <p>Cooking and nutrition</p> <ul style="list-style-type: none">• Cut, peel or grate ingredients safely and hygienically.• Measure or weigh using measuring cups or electronic scales.• Assemble or cook ingredients.• use the basic principles of a healthy and varied diet to prepare dishes.• understand where food comes from.
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<ul style="list-style-type: none"> • evaluate their ideas and products against design criteria. <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable. • explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. 	<ul style="list-style-type: none"> • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). 	
Teaching Sequence		
<p>Wheeled vehicles</p> <ol style="list-style-type: none"> 1. Look at a range of wheeled vehicles 2. Look at wheels and axles and understand how they can be joined 3. Create a design criteria and design their own wheeled vehicle 4. Using their design children will make a chassis for the vehicle 5. Make and attach wheels and axles 6. Combine chassis and wheels and axles with other materials to make wheeled vehicle 	<p>Making a cuddly toy</p> <ol style="list-style-type: none"> 1) Look at range of different cuddly toys. 2) Practice simple sewing stitches using needle and wool. 3) Design own puppet – what colour felt? Extra detail for eyes etc. 4) Use a paper pattern to cut out template for puppet 5) Sew toy together at edges, leave space to fill. 6) Add final decorations. 7) Evaluate finished product. 	<p>Making pizzas with healthy toppings. – part of change for life week.</p> <ol style="list-style-type: none"> 1) Recap on what a healthy and balanced diet is.. 2) Look at range of pizza toppings decide if they are healthy and balanced. 3) Taste a range of foods that could be used as healthy toppings – peppers, pineapple, sweetcorn etc.. record on a table what colour the food is, what texture, if they liked it or not. 4) Design own pizza to include at least 2 healthy toppings. 5) Make pizzas – develop skills in chopping/grating and peeling of ingredients..



7. Evaluate the finished project	Bread Making 1) Visit a local bakery to look at the variety of bread products and how it is made. 2) sequence bread making from field to fork. 3) taste different bread products- how do they differ, what do we like? 4) Yeast and balloon experiment. 5) Baking bread. 6) Evaluation of product	6) Evaluate product
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ART

Threshold Concepts

Develop ideas

This concept involves understanding how ideas develop through an artistic process.

Master techniques

This concept involves developing a skill set so that ideas may be communicated.

Take inspiration from the greats

This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.



<p>PAUL KLEE – The Castle and the Sun Line drawings – London landmarks Skylines – colour mixing – flames</p> <ul style="list-style-type: none">• Respond to ideas and starting points.• Explore ideas and collect visual information.• Explore different methods and materials as ideas develop.• Draw lines of different sizes and thickness.• Show pattern and texture by adding dots and lines.• Show different tones by using coloured pencils.	<p>ANDY GOLDSWORTHY – Natural sculpture</p> <p>Sculpture</p> <ul style="list-style-type: none">• Use a combination of shapes.• Include lines and texture.• Replicate patterns observed in natural or built environments.• Make printing blocks (e.g. from coiled string glued to a block).• Use layers of two or more colours.• Build up layers of colours.• Use a range of visual elements to reflect the purpose of the work.	<p>Lowry</p> <ul style="list-style-type: none">• Describe the work of notable artists, artisans and designers.• Use some of the ideas of artists studied to create pieces.• Draw lines of different sizes and thickness..• Show different tones by using coloured pencils..•
<p>Teaching Sequence</p>	<p>Teaching Sequence</p>	<p>Teaching Sequence</p>



<p>1) Look at collection of art work where fire is depicted.</p> <p>2) Use a range of materials e.g. paint, pastels, chalk to experiment with creating flame effect backgrounds.</p> <p>3) Create line drawings of famous London Landmarks.</p> <p>4) Look at art work where skylines have been created. Discuss the work, what do we notice about it? What do we like?</p> <p>5 & 6) Experiment with using different techniques to create skylines. Lego block printing, dragging paint with bank card, card cutouts arranged to create a silhouette.</p> <p>7) Create a final piece of work with flame background and silhouette sky line using chosen technique.</p>	<p>1) Look at arrangement of work by Andy Goldsworthy, discuss the work, the materials used, what we like about it etc.</p> <p>2) Focus on a piece of Andy G work that looks at spiral patterns - create spiral pattern using tissue paper.</p> <p>3) continue to look at spiral patterns in AG's art - use string to create and print spiral patterns.</p> <p>4) Look at the natural materials that Andy Goldsworthy uses in his art - collect a range of natural materials and objects and do close observational drawings of them using pencil.</p> <p>5) Collect a range of natural materials and use to create a temporary sculpture on the style of AG.</p> <p>6) Evaluate temporary sculpture using photographs of work created.</p>	<p>1) Look at collection of art work where fire is depicted.</p> <p>2) Use a range of materials e.g. paint, pastels, chalk to experiment with creating flame effect backgrounds.</p> <p>3) Create line drawings of famous London Landmarks.</p> <p>4) Look at art work where skylines have been created. Discuss the work, what do we notice about it? What do we like?</p> <p>5 & 6) Experiment with using different techniques to create skylines. Lego block printing, dragging paint with bank card, card cutouts arranged to create a silhouette.</p> <p>5</p>
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PE

Threshold Concepts

Develop practical skills in order to participate, compete and lead a healthy lifestyle.
 This concept involves learning a range of physical movements and sporting techniques.

<i>Units</i>					
GYM CENTRE MULTI SKILLS	GYM CENTRE GYM	GYM CENTRE DANCE	FBE YOGA	ORIENTEERING MUKTI SKILLS	ATHLETICS

COMPUTING

Threshold Concepts



<p>Code This concept involves developing an understanding of instructions, logic and sequences.</p> <p>Connect This concept involves developing an understanding of how to safely connect with others.</p> <p>Communicate This concept involves using apps to communicate one's ideas.</p> <p>Collect This concept involves developing an understanding of databases and their uses.</p>					
Units WE ARE SAFE	WE ARE COMPUTER ARTISTS	WE ARE COOKING	WE ARE RESEARCHERS	WE ARE PROGRAMMERS	WE ARE PROGRAMMERS
Teaching Sequence					
<p>We are Safe 1. Introduction – recognising the need for e-safety and revising prior learning. 2-6 Watching an episode of Kara, Winston and the SMART Crew every week to reveal each letter of the SMART rules for internet safety; ongoing task of producing a booklet with a page for each letter. 7. Create a SMART internet safety poster.</p>	<p>We are Computer Artists 1. Pixell Pointillism 2. Mastering Mondrian 3. Producing Picasso 4. Colour coding 5. Pop Art 6. Creating a Masterpiece</p>	<p>We are Cooking 1. Introduction- Understand that instructions or algorithms are what make computers work 2. Devise some simple instructions for a sandwich 3. Create a poster for a recipe 4. Make a sandwich as a group and take digital photographs of this. 5. Use a template on Power Point to begin to write their recipe. 6. How to insert pictures and clipart into a ppt presentation. 7. Collating, sharing and evaluating their work.</p>	<p>We are Researchers 1. Use a search engine to research answers to questions 2. Using internet to continue research and create a title slide on Power point 3-5. Creating a presentation on powerpoint using their research 6. Sharing presentations</p>	<p>We are Programmers 1. Refresher Unit 2. Move a character using the arrow keys 3. Organise an animal race using different keys. 4. Use the arrow keys to control objects in a new action – the turn action 5. Program a shark to move by pressing and releasing the mouse button. 6. Use the mouse pointer to move a character around a scene and make them perform actions.</p>	<p>We are Programmers 1. Use buttons to control the direction of an object 2. Use buttons to guide a character along a specific path. 3. Use buttons to make a witch cast a spell so that her cat disappears. 4. Use buttons to make a monster move around the screen and gobble up its lunch. 5. Create your own code on the Free Code area. 6. Use what you have learnt in the Challenge zone to create a game or simulation or retell a story.</p>



MUSIC						
<p>Threshold Concepts</p> <p>Perform This concept involves understanding that music is created to be performed.</p> <p>Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p>Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p>Describe music This concept involves appreciating the features and effectiveness of musical elements.</p>						
Y2 TOPIC	The great fire of London	The great fire of London	Continents and oceans	Explorers	Local History Queen Elizabeth	Local Geography
MUSIC UNIT	Exploring sounds The great fire of London	Exploring duration Christmas	Exploring pulse and rhythm Oceans and seas	Exploring pitch Famous for more than five minutes	Exploring instruments and symbols We are Britain	Exploring timbre and texture Summer concert
PSHE						
	Autumn Term		Spring Term		Summer Term	



	All About me	Resilience and Coping	Being the Best Me I can Be.
	Lesson 1: All About Me Lesson 2: Understanding Feelings Lesson 3: Showing Our Emotions Lesson 4: What is Character? Lesson 5: What is Character? Lesson 6: Reflective Lesson	Lesson 1: Enjoying the Moment. Lesson 2: Being Kind to Myself Lesson 3: Introducing Resilience Lesson 4: Coping with Change Lesson 5: Coping with Choice Lesson 6: Reflective Lesson	Lesson 1: Personal Strengths Lesson 2: Role Models Lesson 3: Trying Our Best Lesson 4: Me in the Classroom Lesson 5: Me at Home Lesson 6: Reflective Lesson