

WOODLANDS SCHOOL

Key Stage Two Curriculum Framework Year 2025-2026 Year A

	Core Subjects					Foundation Subjects				
	English	Maths	Computing	Science	PSHE+C	Humanities (Geography and History)	Art and Design	Music	PE	RE
Learning hours	Taught 300 mins per week, at least 1 hour daily	Taught at least 4 x 40 mins per week 2 x Number 1 x Geometry and Measurement 1 x Using and Applying	Taught weekly 40 mins Cross-curricular use of ICT	Taught weekly 60 mins	Taught weekly 60 mins Key focus on development of personal, self-help and independence skills as intrinsic part of curriculum	History/Geography taught in alternate half-terms 40 mins per week	Art/DT taught in alternate half-terms 40 mins	Taught weekly 40 min –	Taught weekly at least 45 min Separate swim 45 min	45 hours per year Taught 7.5 hours per ½ term or 1hour 15mins per week. RE Day 45 min Intro 45 min Plenary per ½ term Xmas performance Daily active collective worship 5 mins
Ongoing Thinking Skill: Asking for Help	Personalised learning objectives covering Communication, reading and writing. Taught explicitly and through cross curriculum opportunities	Personalised learning objectives covering Using and applying Number Geometry and Measurement to be taught explicitly and through cross curricular opportunities	Personalised learning objectives focused on access to ICT and application of skills Cross-curricular use	<i>All units will cover aspects of 'Working Scientifically'</i> Taught explicitly and through cross curricular opportunities	Self-Care routines and independence Autonomy and choice-making Forming relationships Taught explicitly and through cross curricular opportunities	History: Sequential and temporal language Celebration of birthdays and significant events Geography: Directional and positional language Taught explicitly and through cross curricular opportunities	Use of tools integral to other subjects	Ongoing songs and rhythm used throughout the school day Weekly singing assembly	Ongoing physical development activities linked to EHCP Outcome Scores including implementation of Physio programmes	Daily class assembly x2 (15 mins) Weekly: singing assembly, class led assembly, SLT led good work assembly.
Autumn 1-Who Do You Think You Are? We can learn about ourselves, our bodies and our family history. Thinking Skill: Playing together *Suggested Educational Visit: Visiting Artist	Emergent W1-5 Shared Reading Daily Independent Reading – Self-selected choice of fiction, non-fiction, electronic, interactive texts Little Wandle foundation for phonics programme (2 letters per day, 4 letters per week) Writing with adults – Predictable Chart writing Writing from adults Independent writing Early Conventional W6-W7 & Conventional W8+ Reading Comprehension Daily Independent Reading Self-selected choice of fiction, non-fiction,	Number Counting Geometry and Measurement 2D Shape(Recognise, Compare and Sort, Describe, Draw) Using and Applying Pattern (including symmetry)	Coding and Programming	Animals, Including Humans - My body and human life cycle	Core theme 2: Relationships Families Some parts are not for sharing Internet safety Building class relationships (including Christmas Show)	Locational Knowledge - Where do I come from? Counties in the UK, Similarities and Differences	*Family portraits	Memory and Movement	Gymnastics "Twist and turn" Weekly hydro/swimming session	Christianity: What did Jesus say about God's kingdom & why is it 'good news'?
Autumn 2-999 We can learn about people who can help us in an emergency. Thinking Skill: Exploring		Number Number representing Geometry and Measurement Position and Direction (Positional Language and Movement) Using and Applying Sorting and Classifying (Quantity)	Exploring ICT through functional skills in the context of the Christmas Production	Electricity – Circuits Simple circuits and being safe around electricity		Emergency Services of the Past	Emergency vehicles uniforms and jobs	Christmas Performance		Art (including Christmas) from different cultures: Jesus 'like us' (incarnation)

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<p>Spring 1-How? We can find out about how things work and why things happen. Thinking Skill: Collecting</p>	<p>electronic, interactive texts Textless reading scheme books (W6 - Lilac level, W8+ Pink band Collins Big Cat, Oxford Reading Tree Grey wordless books) Little Wandle from Phase 2 (2 letters per day, 4 letters per week) Writing – Independent Writing for a range of purposes</p>	<p>Number Addition and Subtraction (Recall, Represent, Use, Calculations) Geometry and Measurement Measuring and Comparing (Weight and Capacity) Using and Applying Problem Solving (Practical Investigations, Enquiry and Trial and Improvement)</p>	<p>Multimedia Handling Data</p>	<p>Light – sources and light and reflection. Reflection and rainbows</p>	<p>Core theme 1: Health and wellbeing I am special Gender Puberty</p>	<p>Human and Physical Geography - Weather around the world</p>	<p>Food technology – Spring snacks !</p>	<p>Timbre (different types of sound production)</p>	<p>Dance 'beautiful ballet' Weekly hydro/swimming session</p>	<p>Why do people make promises?</p>
<p>Spring 2-Dinosaurs We can learn about the past and where dinosaurs used to live. Thinking Skill: Remembering *Suggested Educational Visit: Southwater Country Park</p>		<p>Number Use Place Value and Compare/Experience Contrasting Quantities Geometry and Measurement 3D Shape(Recognise, Compare and Sort, Describe, Draw) Using and Applying Statistics (Handling data, Representations)</p>	<p>Multimedia Sound and Motion</p>	<p>Evolution and Inheritance – Dinosaurs and Fossils.</p>	<p>Sleep Hygiene Teeth</p>	<p>Being an Archeologist - Exploring the Stone Age and Iron Age</p>	<p>Fabric printing</p>	<p>Playing Loudly and Quietly</p>		<p>Christianity: How can artists help us to understand what Christians believe and do?</p>
<p>Summer 1-A Bugs Life We can learn about living and non-living things and how they are different. Thinking Skill: Keep trying</p>		<p>Number Number Problems and Rounding Geometry and Measurement Measuring and Comparing (Size and Length) Using and Applying Money</p>	<p>Technology in our Everyday Lives</p>	<p>Animals, Including Humans – Variation and Sorting Classification of animals and simple food chains.</p>	<p>Core theme 3: Living in the Wider world Environment – Save our Planet</p>	<p>Stone Age – Hunting and Gathering</p>	<p>Mechanisms – moving pictures</p>	<p>Music from different countries</p>	<p>Games 'attack and defence' Whole school sports day Weekly hydro/swimming session</p>	<p>Judaism: Importance of 'remembering' and festivals in Judaism</p>
<p>Summer 2-Save Our Planet We can find out about natural features on Earth and how to look after the planet for others. Thinking Skill: Imagining *Suggested Educational Visit: Kids Out</p>		<p>Number Fractions/Multiplication and Division (Recognise, Write, Compare, Calculations, Solve Problems) Geometry and Measurement Time Using and Applying Sorting and Classifying(Colour and Shape)</p>	<p>Multimedia Text and Images</p>	<p>Forces and Magnets – How things move.</p>	<p>UK Communities - Brazil</p>	<p>Human and Physical Geography – Volcanoes and Earthquakes.</p>	<p>Reclaimed materials</p>	<p>Body percussion</p>		<p>Are words more important than actions?</p>

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Key Stage Two Curriculum Framework Year 2022 – 2023 Year B

	Core Subjects					Foundation Subjects				
	English	Maths	Computing	Science	PSHE + C	Humanities (History and Geography)	Art and Design	Music	PE	RE
Learning hours	Taught 300 mins per week, at least 1 hour daily	Taught at least 4 x 40 mins per week 2 x Number 1 x Geometry and Measurement 1 x Using and Applying	Taught weekly 40 mins Cross-curricular use of ICT	Taught weekly 60 mins	Taught weekly 60 mins Key focus on development of personal, self-help and independence skills as intrinsic part of curriculum	History/Geography taught in alternate half-terms 40 mins	Art/DT taught in alternate half-terms 40 mins	Taught weekly 40 min –	Taught weekly 90 min Taught weekly half-day (multi-disciplinary session)	45 hours per year Taught 7.5 hours per ½ term or 1 hour 15mins per week. RE Day 45 min Intro 45 min Plenary per ½ term Xmas performance Daily active collective worship 5 mins
Ongoing Thinking Skill: Asking for Help	Personalised learning objectives covering Communication, reading and writing. Taught explicitly and through cross curriculum opportunities	Personalised learning objectives covering Using and applying Number Geometry and Measurement to be taught explicitly and through cross curricular opportunities	Personalised learning objectives focused on access to ICT and application of skills Cross-curricular use	<i>All units will cover aspects of 'Working Scientifically'</i> Taught explicitly and through cross curricular opportunities	Self-Care routines and independence Autonomy and choice-making Forming relationships Taught explicitly and through cross curricular opportunities	History: Sequential and temporal language Celebration of birthdays and significant events Geography: Directional and positional language Taught explicitly and through cross curricular opportunities	Use of tools integral to other subjects	Ongoing songs and rhythm used throughout the school day Weekly singing assembly	Ongoing physical development activities linked to EHCP Outcome Scores including implementation of Physio programmes	Daily class assembly x2 (15 mins) Weekly: singing assembly, class led assembly, SLT led good work assembly.
Autumn 1-Here We Go We can find out about different ways of getting around our environment and how movement works. Thinking Skill: Playing together *Suggested Educational Visit: Meadow Bank	Emergent W1-5 Shared Reading Daily Independent Reading – Self-selected choice of fiction, non-fiction, electronic, interactive texts Little Wandle foundation for phonics programme (2 letters per day, 4 letters per week)	Number Counting Geometry and Measurement 2D Shape(Recognise, Compare and Sort, Describe, Draw) Using and Applying Pattern (including symmetry)	Coding and Programming	Forces and Magnets (Magnetic forces)- repel and attract, poles of a magnet, identifying magnetic objects.	Core theme 2: Relationships Bullying Some parts are not for sharing Internet safety Building class relationships (including Christmas Show)	Geographical Skills and Fieldwork – Using Maps, Plans and Sensory Cues to find our way around our environment (planning our way)	*Moving art	Patterns	*Gymnastics "my strong body" Swimming / hydro weekly	Christianity: Miracles
Autumn 2-Out Of The Darkness We can learn about light and dark through different experiences. Thinking Skill: Exploring	Writing with adults – Predictable Chart writing Writing from adults Independent writing Early Conventional W6-W7 & Conventional W8+ Reading Comprehension	Number Number representing Geometry and Measurement Position and Direction (Positional Language and Movement) Using and Applying Sorting and Classifying (Quantity)	Exploring ICT through functional skills in the context of the Christmas Production	Light - Light and shadows. How shadows are formed, shadows change throughout the day, materials that block light.		Ancient China- light festivals	Exploring light and dark in impressionism	Christmas Performance		Worship- Prayer (salah) for Muslims and duties of Sikhs

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<p>Spring 1-London We can find out about the man-made features of London and compare the buildings with a different city. Thinking Skill: Collecting</p> <p>*Suggested Educational Visit: Visiting London</p>	<p>Daily Independent Reading Self-selected choice of fiction, non-fiction, electronic, interactive texts Textless reading scheme books (W6 - Lilac level, W8+ Pink band Collins Big Cat, Oxford Reading Tree Grey wordless books) Little Wandle from Phase 2 (2 letters per day, 4 letters per week) Writing – Predictable chart writing Independent Writing</p>	<p>Number Addition and Subtraction (Recall, Represent, Use, Calculations)</p> <p>Geometry and Measurement Measuring and Comparing (Weight and Capacity)</p> <p>Using and Applying Problem Solving (Practical Investigations, Enquiry and Trial and Improvement)</p>	<p>Multimedia Handling Data</p>	<p>Electricity – What Needs Electricity. Practical application of electricity.</p>	<p>Core theme 1: Health and wellbeing</p> <p>My body</p> <p>Gender</p> <p>Puberty</p>	<p>Place Knowledge - Features of the city of London and a Contrasting City</p>	<p>Construction</p>	<p>Duration (Long and Short)</p>	<p>Dance 'strictly ballroom'</p> <p>Swimming / hydro weekly</p>	<p>How do people try to make the world a fairer place?</p>
<p>Spring 2-Eden We can learn about what plants needs to be healthy and grow. Thinking Skill: Remembering</p>	<p>Predictable chart writing Independent Writing</p>	<p>Number Use Place Value and Compare/Experience Contrasting Quantities</p> <p>Geometry and Measurement 3D Shape(Recognise, Compare and Sort, Describe, Draw)</p> <p>Using and Applying Statistics (Handling data, Representations)</p>	<p>Multimedia Sound and Motion</p>	<p>Plants – Reproduction/Pollination and lifecycles, investigate what encourages healthy plant.</p>	<p>Healthy eating</p>	<p>Anglo-Saxon Art and Culture</p>	<p>Green environments</p>	<p>Pulse</p>		<p>Christianity: Act of remembrance (communion)</p>
<p>Summer 1-Inside Outside We can learn about different materials and understand how their properties make them suitable for buildings e.g. homes. Thinking Skill: Keep trying</p>		<p>Number Number Problems and Rounding</p> <p>Geometry and Measurement Measuring and Comparing (Size and Length)</p> <p>Using and Applying Money</p>	<p>Technology in our Everyday Lives</p>	<p>Materials and their properties- plastics,metal and non-metals, fabrics for clothing.</p>	<p>Core theme 3: Living in the Wider world</p> <p>Money</p> <p>Fair Trade</p>	<p>Anglo-Saxon Settlements</p>	<p>Exploring surrealism</p>	<p>Music from different composers</p>	<p>Games 'control and goal'</p> <p>Whole school sports day</p> <p>Swimming / hydro weekly</p>	<p>Christianity: Christians living in God's kingdom as citizens (exploring community links)</p>
<p>Summer 2-Rainforest We can learn about living things and their environments. Thinking Skill: Imagining</p> <p>*Suggested Educational Visit: Kids Out</p>		<p>Number Fractions/Multiplication and Division (Recognise, Write, Compare, Calculations, Solve Problems)</p> <p>Geometry and Measurement Time</p> <p>Using and Applying Sorting and Classifying(Colour and Shape)</p>	<p>Multimedia Text and Images</p>	<p>Living things in their habitats. Changing environments – sustaining habitats, global habitats, environments can change.</p>	<p>UK Communities - Indian</p>	<p>Human and Physical Geography - The rainforest.</p>	<p>The Jungle through art</p>	<p>Conducting</p>		<p>Sikhi: Sikh values</p>

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Key Stage Two Curriculum Framework Year 2023 – 2024 Year C

	Core Subjects				PSHE + C	Foundation Subjects				
	English	Maths	Computing	Science		Humanities (History & Geography)	Art and Design	Music	PE	RE
LEARNING HOURS	Taught 300 mins per week, at least 1 hour daily	Taught 200 mins per week over at least 4 sessions including 2 x Number 1 x Geometry and Measurement 1 x Using and Applying For example 40 mins daily	Taught weekly 40 mins Cross-curricular use of ICT	Taught weekly 60 mins	Taught weekly 60 mins Key focus on development of personal, self-help and independence skills as intrinsic part of curriculum	History/Geography taught in alternate half-terms 40 mins	Art/DT taught in alternate half-terms 40 mins	Taught weekly 40 min –	Taught weekly 90 min Taught weekly half-day (multi-disciplinary session)	45 hours per year Taught 7.5 hours per ½ term or 1 hour 15mins per week. RE Day 45 min Intro 45 min Plenary per ½ term Xmas performance Daily active collective worship 5 mins
Ongoing Thinking Skill: Asking for Help	Personalised learning objectives covering Communication, reading and writing. Taught explicitly and through cross curriculum opportunities	Personalised learning objectives covering Using and applying Number Geometry and Measurement to be taught explicitly and through cross curricular opportunities	Personalised learning objectives focused on access to ICT and application of skills Cross-curricular use	<i>All units will cover aspects of 'Working Scientifically'</i> Taught explicitly and through cross curricular opportunities	Self-Care routines and independence Autonomy and choice-making Forming relationships Taught explicitly and through cross curricular opportunities	History: Sequential and temporal language Celebration of birthdays and significant events Geography: Directional and positional language Taught explicitly and through cross curricular opportunities	Use of tools integral to other subjects	Ongoing songs and rhythm used throughout the school day Weekly singing assembly	Ongoing physical development activities linked to EHCP Outcome Scores including implementation of Physio programmes	Daily class assembly x2 (15 mins) Weekly: singing assembly, class led assembly, SLT led good work assembly.
Autumn 1- Funnybone We can learn about animals including humans by looking at their skeletons. Thinking Skill: Playing together *Suggested Educational Visit: Theatre Visit	Emergent W1-5 Shared Reading Daily Independent Reading – Self-selected choice of fiction, non-fiction, electronic, interactive texts Little Wandle foundation for phonics programme (2 letters per day, 4 letters per week)	Number Counting Geometry and Measurement 2D Shape(Recognise, Compare and Sort, Describe, Draw) Using and Applying Pattern (including symmetry)	Coding and Programming	Animals, Including Humans - The Skeleton The human skeleton, looking after the skeleton, Uses of the skeleton, comparing skeletons.	Core theme 2: Relationships Friends Some parts are not for sharing Internet safety Building class relationships (including Christmas Show)	Ancient Egyptians – Pyramids and Skeletons	Moving monsters	Pentatonic Scales	Gymnastics 'Poise and balance' Swimming / hydro weekly	Humanism: Key principles and importance of freedom
Autumn 2-Listen Up We can listen to, create and respond to many different sounds for different purposes. Thinking Skill: Exploring	Writing with adults – Predictable Chart writing Writing from adults Independent writing Early Conventional W6-W7 & Conventional W8+ Reading	Number Number representing Geometry and Measurement Position and Direction (Positional Language and Movement) Using and Applying Sorting and Classifying (Quantity)	Exploring ICT through functional skills in the context of the Christmas Production	Sound Environmental sounds and musical sounds		Locational Knowledge – Sounds from Different places (seaside, farm etc).	Musical Instruments	Christmas Performance		Christianity: 'Good news'

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<p>Spring 1-We all belong We can find out about ourselves and others by looking at the communities we belong to. Thinking Skill: Collecting</p>	<p>Comprehension Daily Independent Reading Self-selected choice of fiction, non-fiction, electronic, interactive texts Textless reading scheme books (W6 - Lilac level, W8+ Pink band Collins Big Cat, Oxford Reading Tree Grey wordless books) Little Wandle from Phase 2 (2 letters per day, 4 letters per week)</p>	<p>Number Addition and Subtraction (Recall, Represent, Use, Calculations) Geometry and Measurement Measuring and Comparing (Weight and Capacity) Using and Applying Problem Solving (Practical Investigations, Enquiry and Trial and Improvement)</p>	<p>Multimedia Handling Data</p>	<p>Plants Parts of a plant, Plants we can eat, Buying and cooking plants for food, Growing plants for food.</p>	<p>Core theme 1: Health and wellbeing Growing up and changing Gender Puberty</p>	<p>The Roman Empire - Roman Soldiers</p>	<p>Masks</p>	<p>Pitch (High and Low)</p>	<p>Dance Modern movement Swimming / hydro weekly</p>	<p>What is the 'Golden Rule' and why do so many people live by it?</p>
<p>Spring 2-Rotten Romans We can find out about Roman culture and experience their lifestyle. Thinking Skill: Remembering *Suggested Educational Visit: Local Leatherhead Museum – Roman visit to school</p>	<p>Writing – Independent Writing for a range of purposes</p>	<p>Number Use Place Value and Compare/Experience Contrasting Quantities Geometry and Measurement 3D Shape(Recognise, Compare and Sort, Describe, Draw) Using and Applying Statistics (Handling data, Representations)</p>	<p>Multimedia Sound and Motion</p>	<p>Rocks - Rocks and Soils Different rocks and where they are found Rocks and everyday materials Classification and behaviour of rocks Volcanoes.</p>	<p>Exercise</p>	<p>Roman Empire - The Romans; Entertainment and Food</p>	<p>Money Containers</p>	<p>Playing Together</p>		<p>Christianity: Communion as a celebration</p>
<p>Summer 1-H2O We can influence and change a variety of materials. Thinking Skill: Keep trying</p>		<p>Number Number Problems and Rounding Geometry and Measurement Measuring and Comparing (Size and Length) Using and Applying Money</p>	<p>Technology in our Everyday Lives</p>	<p>States of Matter - Exploring solids, liquids and gases When solid meets liquid Cooling, freezing and melting Heating and conduction</p>	<p>Core theme 3: Living in the Wider world Environment – our local environment</p>	<p>Human and Physical Geography – The Water Cycle</p>	<p>Animation</p>	<p>Music from different musicians</p>	<p>Games "making your mark" Whole school sports day Swimming / hydro weekly</p>	<p>Christianity: Stories about God's promises .e.g. Noah and Moses</p>
<p>Summer 2-Town and Countryside We can identify and compare different places and their features. Thinking Skill: Imagining *Suggested Educational Visit: Kids Out</p>		<p>Number Fractions/Multiplication and Division (Recognise, Write, Compare, Calculations, Solve Problems) Geometry and Measurement Time Using and Applying Sorting and Classifying(Colour and Shape)</p>	<p>Multimedia Text and Images</p>	<p>Living Things and Their Habitats – (Grouping and Identifying) Grouping animals due to their adaptations to habitats- Under the sea The Arctic Woodland</p>	<p>UK communities - Caribbean</p>	<p>Place Knowledge - Town and Country</p>	<p>Imaginary places</p>	<p>Composition</p>		<p>Islam: 'Ibadah' (worship) and importance for Muslims</p>

WOODLANDS SCHOOL

Key Stage Two Curriculum Framework Year 2024 – 2025 Year D

	Core Subjects					Foundation Subjects				
	English	Maths	Computing	Science	PSHE + C	Humanities (History Geog/)	Art and Design	Music	PE	RE
Learning hours	Taught 300 mins per week, at least 1 hour daily	Taught 200 mins per week over at least 4 sessions including 2 x Number 1 x Geometry and Measurement 1 x Using and Applying For example 40 mins daily	Taught weekly 40 mins Cross-curricular use of ICT	Taught weekly 60 mins	Taught weekly 60 mins Key focus on development of personal, self-help and independence skills as intrinsic part of curriculum	History/Geography taught in alternate half-terms 40 mins weekly	Art/DT taught in alternate half-terms 40 mins	Taught weekly 40 min –	Taught weekly 90 min Taught weekly half-day (multi-disciplinary session)	45 hours per year Taught 7.5 hours per ½ term or 1 hour 15mins per week. RE Day 45 min Intro 45 min Plenary per ½ term Xmas performance Daily active collective worship 5 mins
Ongoing Thinking Skill: Asking for Help	Personalised learning objectives covering Communication, reading and writing. Taught explicitly and through cross curriculum opportunities	Personalised learning objectives covering Using and applying Number Geometry and Measurement to be taught explicitly and through cross curricular opportunities	Personalised learning objectives focused on access to ICT and application of skills Cross-curricular use	<i>All units will cover aspects of 'Working Scientifically'</i> Taught explicitly and through cross curricular opportunities	Self-Care routines and independence Autonomy and choice-making Forming relationships Taught explicitly and through cross curricular opportunities	History: Sequential and temporal language Celebration of birthdays and significant events <i>Geography: Directional and positional language</i> Taught explicitly and through cross curricular opportunities	Use of tools integral to other subjects	Ongoing songs and rhythm used throughout the school day Weekly singing assembly	Ongoing physical development activities linked to EHCP Outcome Scores including implementation of Physio programmes	Daily class assembly x2 (15 mins) Weekly: singing assembly, class led assembly, SLT led good work assembly.
Autumn 1- Where's My Mummy? We can find out about different animals by looking at their life cycles. Thinking Skill: Playing together *Suggested Educational Visit: Theatre visit	Emergent W1-5 Shared Reading Daily Independent Reading – Self-selected choice of fiction, non-fiction, electronic, interactive texts Little Wandle foundation for phonics programme (2 letters per day, 4 letters per week) Writing with adults – Predictable Chart writing Writing from adults Independent writing Early Conventional W6-W7 & Conventional W8+ Reading Comprehension Daily Independent Reading	Number Counting Geometry and Measurement 2D Shape(Recognise, Compare and Sort, Describe, Draw) Using and Applying Pattern (including symmetry)	Coding and Programming	Living Things and There Habitats - Life Cycles (Animal)	<u>Core theme 2: Relationships</u> Respecting self and others Some parts are not for sharing Internet safety	Life and Death in Ancient Egypt	Investigating Pattern	Emotions and Music	Gymnastics "fantastic gymnastics" Swimming / hydro weekly	Christianity: Why might the Bible be like treasure?
Autumn 2-Final Frontier We can explore the planets and their movements around the sun. Thinking Skill: Exploring	Writing with adults – Predictable Chart writing Writing from adults Independent writing Early Conventional W6-W7 & Conventional W8+ Reading Comprehension Daily Independent Reading	Number Number representing Geometry and Measurement Position and Direction (Positional Language and Movement) Using and Applying Sorting and Classifying (Quantity)	Exploring ICT through functional skills in the context of the Christmas Production	Earth and Space – Space exploration and solar system	Building class relationships (including Christmas Show)	<u>Geographical Skills and Fieldwork - Living on an Island, Making Maps using Symbols and Keys.</u>	Space ships (lights)	Christmas Performance		Judaism: What are important times for Jewish people?
Spring 1-Vikings We can learn about where the Vikings came from and how they lived. Thinking Skill: Collecting	Self-selected choice of fiction, non-fiction, electronic, interactive texts Textless reading scheme books (W6 - Lilac level, W8+ Pink band Collins Big Cat, Oxford Reading Tree Grey wordless books) Little Wandle from Phase 2	Number Addition and Subtraction (Recall, Represent, Use, Calculations) Geometry and Measurement Measuring and Comparing (Weight and Capacity) Using and Applying Problem Solving	Multimedia Handling Data	Properties and Changes of Materials - Separating Materials	<u>Core theme 1: Health and wellbeing</u> Keeping safe at home and in the community	The Viking Invasion	Viking Art	Dynamics (Loud and soft)	Dance "jumping jazz" Swimming / hydro weekly	Humanism: How do non-religious people celebrate new life?

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	(2 letters per day, 4 letters per week) Writing – Independent Writing for a range of purposes	(Practical Investigations, Enquiry and Trial and Improvement)								
<p>Spring 2-Let's Explore We can learn about the history of the earth and the past. Thinking Skill: Remembering</p> <p>*Suggested Educational Visit: Bourne Hall – Cave paintings</p>		<p>Number Use Place Value and Compare/Experience Contrasting Quantities</p> <p>Geometry and Measurement 3D Shape(Recognise, Compare and Sort, Describe, Draw)</p> <p>Using and Applying Statistics (Handling data, Representations)</p>	<p>Multimedia Sound and Motion</p>	Earth and Beyond- Planets	Mental health - feelings	Viking Boats	*Cave and Rock Paintings	Tempo (Fast and Slow)		Christianity: What is the Bible's 'big story'?
<p>Summer 1- Messing About On The River We can find out about water in the environment and how objects change in water. Thinking Skill: Keep trying</p>		<p>Number Number Problems and Rounding</p> <p>Geometry and Measurement Measuring and Comparing (Size and Length)</p> <p>Using and Applying Money</p>	Technology in our Everyday Lives	Forces – Floating and Sinking	Core theme 3: Living in the Wider world Environment – the oceans	Human and Physical Geography – Rivers and Mountains	Making boats	Music from different traditions	<p>Games 'dribble and shoot'</p> <p>Whole school sports day</p> <p>Swimming / hydro weekly</p>	How do people use creative ways to express their beliefs?
<p>Summer 2-5 A Day We can learn about healthy and non-healthy foods and where food comes from. Thinking Skill: Imagining *Suggested Educational Visit: Kids Out</p>		<p>Number Fractions/Multiplication and Division (Recognise, Write, Compare, Calculations, Solve Problems)</p> <p>Geometry and Measurement Time</p> <p>Using and Applying Sorting and Classifying(Colour and Shape)</p>	<p>Multimedia Text and Images</p>	Sound- Creating and experimenting with sound	Jobs Work related skills	Human and Physical Geography - Where does our food come from?	Food Technology – cooking summer recipes	Improvisation		Christianity: Impact of God's promises and actions