

**Frodsham CE Primary School Long Term Plan 2025/2026 Year 2**

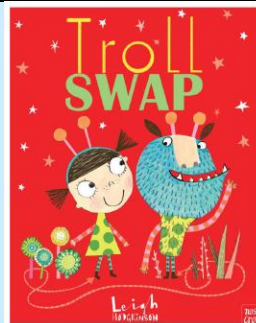
**Love each other, as God loves us.**

	Autumn		Spring		Summer	
Christian Values	Love	Respect	Kindness	Community	Faith	Resilience
Spiritual Development	<p><b>Me:</b> I can be creative. I can be curious. I can be honest. I can be still. I can be thankful. I know I am unique.</p> <p><b>Others:</b> I can celebrate others achievements. I can be fair. I can be kind. I can forgive others. I can be generous. I can show respect. I can work as part of a team. I know how to make things right when I have hurt others.</p> <p><b>World:</b> I can be thankful for the gift of creation. I can find wonder in all things. I can see beauty in the world. I understand what is unfair.</p> <p><b>God:</b> I know I am loved by God for who I am. I know I am one of God's children. I can celebrate with God. I can talk to God in prayer.</p>					
RE (Year A)	<p style="text-align: center;"><b>Creation</b></p> <p>Why do Christians look after their local environment?</p> <p>Why do Christians say thank you at harvest time?</p> <p>I can explain how Christians view the creation of the world and try to take care of it suggesting at least 2 reasons why Christians look after their local environment.</p> <p>I can begin to consider other views about how the world began.</p> <p>I can talk about how St Francis cared for creation.</p> <p>I can consider how I can be a steward for creation.</p> <p>I can suggest reasons why Christians say thank you at Harvest time.</p> <p style="text-align: center;"><b>Good News</b></p>		<p style="text-align: center;"><b>Judaism</b></p> <p>How do Jews show faith through practices and celebrations?</p> <p>I can explain how Jews remember the Shabbat.</p> <p>I can explain the symbolism of the Shabbat meal.</p> <p>I can explain what God is One means.</p> <p>I can explain how Esther shows honesty and how this is remembered at Purim.</p> <p>I can explain how Jewish families and their communities celebrate Hanukkah.</p> <p>I can explain who the Jewish Matriarchs and Patriarchs are.</p> <p style="text-align: center;"><b>Discipleship</b></p>		<p style="text-align: center;"><b>Islam</b></p> <p>Who do Muslims believe in?</p> <p>What is important about some Muslim ceremonies?</p> <p>I can talk about who Muslims say Allah and Muhammad (pbuh) are e.g. 99 names of Allah / Prophet of God.</p> <p>I can describe at least three things that might happen at a Muslim baby's naming ceremony.</p> <p>I can describe at least three things that might happen at a Muslim marriage.</p> <p style="text-align: center;"><b>Free enquiry Unit</b></p> <p>What is religion?</p> <p>I can talk about what the word 'religion' means.</p>	

	<p><b>How does the Bible show Jesus living his life as good news?</b>  <b>How do you know when you feel better inside or outside?</b></p> <p>I can describe details from a story Jesus told and details from a story about Jesus saying why he was a teacher and a leader.  I can talk about what is important to me and relate it to a parable Jesus told and to the healing stories of Jesus.  I can suggest how the healing stories might be important to Christians and why they believe Jesus was a healer.  I can evaluate key teachings studied from the Bible and explain why they are important to Christians.  I can say why Christians try to live their lives according to teachings in the Bible.</p> <p style="text-align: center;"><b>Incarnation</b></p> <p><b>What does the visit of the magi tell Christians about Jesus?</b>  <b>Why might Christians choose to follow Jesus?</b></p> <p>I can describe what people can learn from the Christmas story about Jesus the king.</p>	<p><b>Why do Christians make promises at baptism?</b></p> <p>I can explain why promises are made at infant baptism.  I can talk about what happens in an Infant baptism.  I can talk about what symbols I might see in an Infant baptism.  I can talk about what promises are made at a baptism.  I can talk about some of the hopes parents have at a baptism for their infant.  I can talk about how Jesus was baptised.  I can evaluate what it means to Christians to belong to a church.  I can talk about what it means to belong and how this is special.  I can talk about why some adults choose to be baptised.</p> <p style="text-align: center;"><b>Easter</b></p> <p><b>How does prayer help Christians start again?</b>  <b>What do Christians believe about salvation (being rescued/found)?</b></p> <p>I can explain what part of the Lord's prayer is about and how it might help Christians feel forgiven so they can start again.  I can describe what Christians believe about salvation (being rescued/found)?  (Using the stories studied Luke 15:8-10 Parable of the sheep &amp; Parable of Lost Son Luke 15:11-32)</p>	<p>I can talk about how religions have beliefs, values and rituals which we can learn about from sacred text.</p>
<b>RE (Year B)</b>	<p style="text-align: center;"><b>Love each other as God loves us</b></p> <p><b>What does love teach about forgiveness?</b></p> <p>I can explain what the school vision 'Love as God loves us' means.</p>	<p style="text-align: center;"><b>Judaism</b></p> <p><b>How do Jews show faith through practices and celebrations?</b></p>	<p style="text-align: center;"><b>Islam</b></p> <p><b>Who do Muslims believe in?</b>  <b>What is important about some Muslim ceremonies?</b></p>

<p>A visit will be made to St Luke's Catholic Church</p>	<p style="text-align: center;"><b>God</b></p> <p style="text-align: center;"><b>Incarnation</b></p> <p>What does the visit of the magi tell Christians about Jesus?  Why might Christians choose to follow Jesus?  I can describe what people can learn from the Christmas story about Jesus the king.</p>	<p>I can explain how Jews remember the Shabbat.  I can explain the symbolism of the Shabbat meal.  I can explain what God is One means.  I can explain how Esther shows honesty and how this is remembered at Purim.  I can explain how Jewish families and their communities celebrate Hanukkah.  I can explain who the Jewish Matriarchs and Patriarchs are.  I can talk about why some adults choose to be baptised.</p> <p style="text-align: center;"><b>Holy Spirit</b></p> <p style="text-align: center;"><b>Easter</b></p> <p>How does prayer help Christians start again?  What do Christians believe about salvation (being rescued/found)?  I can explain what part of the Lord's prayer is about and how it might help Christians feel forgiven so they can start again.  I can describe what Christians believe about salvation (being rescued/found)?  (Using the stories studied Luke 15:8-10 Parable of the sheep &amp; Parable of Lost Son Luke 15:11-32)</p>	<p>I can talk about who Muslims say Allah and Muhammad (pbuh) are e.g. 99 names of Allah / Prophet of God.  I can describe at least three things that might happen at a Muslim baby's naming ceremony.  I can describe at least three things that might happen at a Muslim marriage.</p> <p style="text-align: center;"><b>Free enquiry Unit</b></p> <p>What is prayer?</p>
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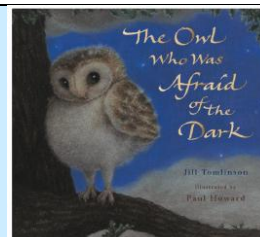
**English**  
Pathways to  
Write



**Troll Swap**  
Fiction - character

**Spoken language:**  
Listen and respond  
Build vocabulary  
Give well-structured descriptions, explanations and narratives  
Participate in discussions, presentations, performances, role play, improvisations and debates

**Reading comprehension:**  
Discuss the sequence of events in books and how items of information are related



**The Owl Who Was Afraid Of The Dark**  
Non-chronological Report

**Spoken language:**  
Listen and respond  
Ask relevant questions  
Build vocabulary  
Maintain attention and participate actively in collaborative conversations

**Reading comprehension:**  
Discuss the sequence of events in books and how items of information are related  
Read non-fiction books that are structured in different ways  
Draw on what is already known or on background information and vocabulary provided by the teacher



**Dragon Machine**  
Fiction - Adventure

**Spoken language:**  
Ask relevant questions  
Build vocabulary  
Articulate and justify answers  
Use spoken language: speculating, hypothesising, imagining and exploring ideas

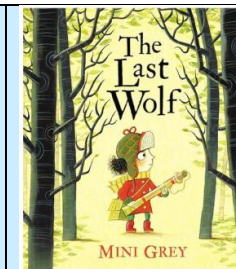
**Reading comprehension:**  
Check the text makes sense  
Make inferences on the basis of what is being said and done  
Answer and ask questions  
Predict what might happen on the basis



**Major Glad, Major Dizzy**  
Recount - Diary

**Spoken language:**  
Listen and respond  
Ask relevant questions  
Build vocabulary  
Participate in discussions, presentations, performances, role play, improvisations and debates

**Reading comprehension:**  
Read non-fiction books that are structured in different ways  
Discuss and clarify the meaning of words



**The Last Wolf**  
Letter

**Spoken language:**  
Articulate and justify answers  
Maintain attention and participate in collaborative conversations  
Speak audibly and fluently  
Participate in discussions, presentations, performances, role play, improvisations and debates

**Reading comprehension:**  
Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently



**Grandad's Secret Giant**  
Fiction - Moral

**Spoken language:**  
Give well-structured descriptions, explanations and narratives  
Listen and respond  
Ask relevant questions  
Participate in discussions, presentations, performances, role play, improvisations and debates

**Reading comprehension:**  
Discuss the sequence of events in books and how items of information are related.

	<p>Make inferences on the basis of what is being said and done</p> <p>Answer and ask questions</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Participate in discussion about books, poems and other works</p> <p>Explain and discuss their understanding of books, poems and other material</p> <p><b>Writing composition:</b></p> <p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write down ideas, key words, new vocabulary</p> <p>Encapsulate what is to be written, sentence by sentence</p> <p>Make simple additions, revisions and corrections (greater depth only)</p> <p>Evaluate writing with the teacher and other pupils</p> <p>Re-read to check that writing makes sense</p>	<p>Make inferences on the basis of what is being said and done</p> <p>Answer and ask questions</p> <p>Participate in discussion about books, poems and other works</p> <p>Explain and discuss their understanding of books, poems and other material</p> <p><b>Writing composition:</b></p> <p>Write for different purposes</p> <p>Make simple additions, revisions and corrections (greater depth only)</p> <p>Evaluate writing with the teacher and other pupils</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Read aloud with intonation</p> <p><b>Writing outcome:</b></p> <p>To write a fact sheet about owls using information gathered from the text</p>	<p>of what has been read so far</p> <p><b>Writing composition:</b></p> <p>Plan or say out loud what is going to be written about</p> <p>Write down ideas, key words, new vocabulary</p> <p>Encapsulate what is to be written, sentence by sentence</p> <p>Make simple additions, revisions and corrections</p> <p>Evaluate writing with the teacher and other pupils</p> <p>Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Read aloud with intonation</p> <p><b>Writing outcome:</b></p> <p>To write a story based upon the model text using own</p>	<p>Answer and ask questions</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Explain and discuss their understanding of books, poems and other material</p> <p><b>Writing composition:</b></p> <p>Write narratives about personal experiences and those of others (real or fictional)</p> <p>Write poetry</p> <p>Plan or say out loud what is going to be written about</p> <p>Write down ideas, key words, new vocabulary</p> <p>Encapsulate what is to be written, sentence by sentence</p> <p>Make simple additions, revisions and corrections</p> <p>Evaluate writing with the teacher and other pupils</p> <p>Re-read to check that writing makes sense and that verbs to</p>	<p>Become familiar with and re-tell a wider range of traditional tales</p> <p>Recognise simple recurring literary language</p> <p>Draw on what is already known and on background information and vocabulary provided by the teacher</p> <p>Predict what might happen on the basis of what has been read so far</p> <p><b>Writing composition:</b></p> <p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write for different purposes</p> <p>Plan or say out loud what is going to be written about</p> <p>Make simple additions, revisions and corrections</p>	<p>Make inferences on the basis of what is being said and done</p> <p>Ask and answer questions</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently.</p> <p><b>Writing composition:</b></p> <p>Write poetry</p> <p>Write for different purposes</p> <p>Make simple additions, revisions and corrections</p> <p>Evaluate writing with the teacher and other pupils</p> <p>Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</p> <p>Write for different purposes</p> <p>Proof-read to check for errors in spelling,</p>
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	<p>and that verbs to indicate time are used correctly and consistently</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p><b>Writing outcome:</b> To write a story based upon the model text using the pupils' ideas for characters</p> <p><b>Greater depth writing outcome:</b> To write a story about any two contrasting characters who swap places</p> <p><b>Gateway keys:</b> Combine words to make sentences Join words and clauses using and Sequence sentences to form short narratives Leave spaces between words</p> <p><b>Mastery keys:</b> Plan or say out loud what is going to be written about</p>	<p><b>Greater depth writing outcome:</b> To have greater choice in how to represent the information for example, in the choice of layout and sub-headings used</p> <p><b>Gateway keys:</b> Sequence sentences to form short narratives Join words and clauses using and Use subordination (because) Add suffixes to verbs where no change is needed to the root Write expanded noun phrases to describe and specify</p> <p><b>Mastery keys:</b> Use co-ordination (but, or) Add -ly to turn adjectives into adverbs Write for different purposes Use commas to separate items in a list</p> <p><b>Feature keys:</b> Specific vocabulary linked to the topic</p>	<p>ideas for a change of character and machine</p> <p><b>Greater depth writing outcome:</b> To write the story in first person from new character's point of view to allow for description of emotions and viewpoint throughout the story</p> <p><b>Gateway keys:</b> Use subordination (because) and coordination (and) Write expanded noun phrases to describe and specify Use punctuation correctly – full stop, capital letters Add suffixes to verbs where no change is needed to the root (Y1)</p> <p><b>Mastery keys:</b> Write sentences with different forms: statement, question, exclamation, command</p>	<p>indicate time are used correctly and consistently</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p><b>Writing outcome:</b> To write a recount of historical events from the text from Major Glad's point of view</p> <p><b>Greater depth writing outcome:</b> Include in the diary how Major Dizzy felt. What did Major Glad notice about him?</p> <p><b>Gateway keys:</b> Use subordination (when, because) Write expanded noun phrases to describe and specify Use punctuation correctly – full stop, capital letters Some accurate use of exclamation marks, question marks</p> <p><b>Mastery keys:</b></p>	<p>Evaluate writing with the teacher and other pupils</p> <p>Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p><b>Writing outcome:</b> To write a letter in role persuading characters to save the trees</p> <p><b>Greater depth writing outcome:</b> To write a letter as themselves persuading local people to save the trees</p> <p><b>Gateway keys:</b> Use the progressive form of verbs in the present and past tense Some use of subordination (because, when) and</p>	<p>grammar and punctuation</p> <p><b>Writing outcome:</b> To write own version of the story with a focus on morals and acceptance of others</p> <p><b>Greater depth writing outcome:</b> To write own version of the story including the point of view of the giant character</p> <p><b>Gateway keys:</b> Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones Use punctuation correctly – apostrophes for contracted forms</p> <p><b>Mastery keys:</b> Use present and past tenses correctly and consistently including the progressive form Use subordination (using when, if, that, or because) and co-</p>
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	<p>Use punctuation correctly – full stops, capital letters</p> <p>Use expanded noun phrases to describe and specify</p> <p>Use subordination (because) and coordination (and)</p> <p><b>Feature keys:</b></p> <p>Use phrases from story language</p> <p>Create and describe characters</p> <p>Create and describe settings</p> <p>Use past tense consistently and correctly</p> <p>Write in 3rd person</p> <p>Sequence of events with beginning, middle and end</p>	<p>Clear and precise description</p> <p>Present tense</p> <p>Title</p> <p>Sub-Headings</p> <p>Introduction</p> <p>Grouped information</p> <p>Facts from research</p>	<p>Use subordination (apply because, introduce when)</p> <p>Use present and past tenses correctly and consistently (some progressive)</p> <p>Read aloud with intonation</p> <p>Use punctuation correctly - exclamation marks, question marks</p> <p><b>Feature keys:</b></p> <p>Use phrases from story language</p> <p>Create and describe characters</p> <p>Create and describe settings</p> <p>Use past tense consistently and correctly</p> <p>Write in 3rd person</p> <p>Sequence of events with beginning, middle and end</p>	<p>Use the progressive form of verbs in the present and past tense</p> <p>Use present and past tenses correctly and consistently</p> <p>Use subordination (apply because, when; introduce that)</p> <p>Write down ideas, key words, new vocabulary</p> <p>Use punctuation correctly introduce apostrophe for the possessive (singular)</p> <p><b>Feature keys:</b></p> <p>Include detail and description to inform the reader</p> <p>Write in 1st person</p> <p>Use consistent past tense</p> <p>Order events with adverbs of time</p> <p>Include personal comments and own viewpoint</p> <p>Set the scene with a clear opening and establish the context</p> <p>Finish with a closing statement with</p>	<p>coordination (and, but)</p> <p>Use punctuation correctly (as taught so far)</p> <p>Write sentences with different forms: statement, question, exclamation, command</p> <p><b>Mastery keys:</b></p> <p>Use subordination (if, that)</p> <p>Add -er and -est to adjectives</p> <p>Use homophones and near homophones</p> <p>Use punctuation correctly – apostrophes for contracted forms</p> <p><b>Feature keys:</b></p> <p>Include detail and description to inform the reader</p> <p>Use a range of sentence forms to address the reader</p> <p>Write in 1st person</p> <p>Include personal comments and own viewpoint</p> <p>Use openings and closings e.g. dear,</p>	<p>ordination (using or, and, or but)</p> <p>Use expanded noun phrases to describe and specify</p> <p>Add suffixes to spell longer words e.g -ment, -ful</p> <p><b>Feature keys:</b></p> <p>Use phrases from story language</p> <p>Create and describe characters</p> <p>Create and describe settings</p> <p>Sequence of events</p> <p>Section story into beginning, middle and end</p> <p>Use 3rd person consistently</p> <p>Use tenses appropriately</p>
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				personal comment or summary e.g. What an amazing day we all had!	opening statement to state why we are writing, from	
<b>Maths</b> (First4Maths)	Throughout the year, the children will progress through the following blocks: 1. Number and Place Value 2. Addition and Subtraction 3. Money 4. Multiplication and Division 5. Fractions 6. Geometry: Properties of Shape 7. Measures: Time 8. Statistics 9. Geometry: Position and Direction 10. Measures: Length, Height, Mass, Capacity and Temperature  <i>See our <a href="#">Curriculum Progression for Maths</a> for more detail about the sequence of learning.</i>					
<b>Mathematics</b> White Rose Hub	<b>Number</b> – Place value  <b>Number</b> – Addition and subtraction  <b>Geometry</b> –Shape  <a href="#">Click here for small steps</a>	<b>Measurement</b> – Money  <b>Number</b> – Multiplication and Division  <b>Measurement</b> – Length and Height  <b>Measurement</b> – Mass, Capacity and Temperature  <a href="#">Click here for small steps</a>		<b>Number</b> – Fractions  <b>Measurement</b> – Time  <b>Statistics</b>  <b>Geometry</b> – Position and Direction  <a href="#">Click here for small steps</a>		
<b>Science</b>	<b>Uses of everyday materials</b> In this unit children will focus on: Identifying & comparing different materials Materials used to build landmarks around Frodsham Uses of different materials		<b>Plants</b> In this unit the children will focus on: What plants and seeds need to grow	<b>Animals including Humans</b> In this unit children will focus on: Exercise and healthy living	<b>Living Things and their Habitats</b> This unit will focus on: Habitats	<b>SRE</b> We will follow the Christopher Winter scheme of work and cover:



	Exploring how materials can be changed by squashing, bending, twisting & stretching	Growth – seeds and bulbs	What animals and humans need to survive Animals have offspring, which grow to be adults.	Living and non-living things Early food chains	understand that some people have fixed ideas about what boys and girls can do describe the difference between male and female babies describe some differences between male and female animals understand that making a new life needs a male and a female
<b>PSHE</b> PSHE Association and Kapow	<b>Relationships</b> <u>Families and friendships</u> Making friends; feeling lonely and getting help <u>Safe relationships</u> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour <u>Respecting ourselves and others</u> Recognising things in common and differences; playing and working cooperatively; sharing opinions  <b>No Outsiders</b> Can I Join Your Club? <i>John Kelly and Steph Laberis</i> How to Be A Lion <i>Ed Vere</i>	<b>Living in the Wider World</b> <u>Belonging to a community</u> Belonging to a group; roles and responsibilities; being the same and different in the community <u>Media literacy and digital resilience</u> The internet in everyday life; online content and information <u>Money and work</u> What money is; needs and wants; looking after money  <b>No Outsiders</b> The Great big Book Of Families <i>Mary Hoffman and Ros Asquith</i> We Are Welcome <i>Alexandra Penfold and Suzanne Kaufman</i>	<b>Health and Well-being</b> <u>Physical health and mental wellbeing</u> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help <u>Growing and changing</u> Growing older; naming body parts; moving class or year <u>Keeping safe</u> Safety in different environments; risk and safety at home; emergencies  <b>No Outsiders</b> What The Jacdaw Saw <i>Julia Donaldson and Nick Sharratt</i> Amazing <i>Steve Antony</i>		
<b>Art and Design</b>	<b>Painting and mixed media – Life in Colour</b> Pupils know how to:	<b>Craft and Design – Map it out</b> Pupils know how to:	<b>Sculpture and 3D – Clay Houses</b> Pupils know how to:		

FCE Long Term Plan and Kapow	<p>Mix a variety of shades of a secondary colour. Make choices about amounts of paint to use when mixing a particular colour. Match colours seen around them. Create texture using different painting tools. Make textured paper to use in a collage. Choose and shape collage materials eg cutting, tearing. Compose a collage, arranging and overlapping pieces for contrast and effect. Add painted detail to a collage to enhance/improve it.</p>		<p>Draw a map to illustrate a journey. Separate wool fibres ready to make felt. Lay wool fibres in opposite directions to make felt. Roll and squeeze the felt to make the fibres stick together. Add details to felt by twisting small amounts of wool. Choose which parts of their drawn map to represent in their 'stained glass'. Overlap cellophane/tissue to create new colours. Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. Apply paint or ink using a printing roller. Smooth a printing tile evenly to transfer an image. Try out a variety of ideas for adapting prints into 2D or 3D artworks.</p>		<p>Smooth and flatten clay. Roll clay into a cylinder or ball. Make different surface marks in clay. Make a clay pinch pot. Mix clay slip using clay and water. Join two clay pieces using slip. Make a relief clay sculpture. Use hands in different ways as a tool to manipulate clay. Use clay tools to score clay.</p>	
Computing Switched On	<p><b>We are astronauts</b></p> <p>Have a clear understanding of algorithms as sequences of instructions. Convert simple algorithms to programs. Predict what a simple program will do. Spot and fix (debug) errors in their programs.</p> <p><b>Outcome:</b> A Scratch program in which a sprite</p>	<p><b>We are games testers</b></p> <p>Describe carefully what happens in computer games. Use logical reasoning to make predictions of what a program will do. Test these predictions. Think critically about computer games and their use.</p>	<p><b>We are photographers</b></p> <p>Consider the technical and artistic merits of photographs. Use a digital camera or camera app. Take digital photographs. Review and reject or pick the images they take.</p>	<p><b>We are researchers</b></p> <p>Develop collaboration skills through working as part of a group. Develop research skills through searching for information on the internet. Improve note-taking skills through the use of mind mapping. Develop presentation</p>	<p><b>We are detectives</b></p> <p>Understand that email can be used to communicate. Develop skills in opening, composing and sending emails. Gain skills in opening and listening to audio files on the computer. Use appropriate language in emails.</p>	<p><b>We are zoologists</b></p> <p>Sort and classify a group of items by answering questions. Collect data using tick charts or tally charts. Use simple charting software to produce pictograms and other basic charts. Take, edit and enhance photographs.</p>

	<p>moves around the screen</p> <p>Be aware of how to use games safely and in balance with other activities.</p> <p><b>Outcome:</b> Notes on how games work, as text, audio or screencast video</p>	<p>Edit and enhance their photographs. Select their best images to include in a shared portfolio.</p> <p><b>Outcome:</b> A class portfolio of original photographs</p>	<p>skills through creating and delivering a short multimedia presentation.</p> <p><b>Outcome:</b> Mind maps and a two-minute multimedia presentation for a specific audience</p>	<p>Develop skills in editing and formatting text in emails. Be aware of online safety issues when using email.</p> <p><b>Outcome:</b> Class emails requesting information to solve a mystery</p>	<p>Record information on a digital map.</p> <p><b>Outcome:</b> Charts and maps showing bugs found in different locations</p>
<p><b>Design Technology Projects on a Page</b></p>	<p><b>Cooking and Nutrition</b> Focus –Preparing fruit &amp; vegetables (Where food comes from) Product – Fruit smoothies</p> <p><b>Technical knowledge and understanding</b> Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Know and use technical and sensory vocabulary relevant to the project.</p> <p><b>Designing</b> Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings.</p> <p><b>Making</b> Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</p>	<p><b>Textiles</b> Focus – Templates &amp; Joining techniques Product – Simple bag</p> <p><b>Technical knowledge and understanding</b> Understand how simple 3-D textile products are made, using a template to create two identical shapes. Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. Know and use technical vocabulary relevant to the project.</p> <p><b>Designing</b> Design a functional and appealing product for a chosen user and purpose based on simple design criteria. Generate, develop, model and communicate their ideas as appropriate through talking,</p>	<p><b>Mechanisms</b> Focus – Wheels &amp; Axels Product – Vehicle for an imaginary/story character</p> <p><b>Technical knowledge and understanding</b> Explore and use wheels, axles and axle holders. Distinguish between fixed and freely moving axles. Know and use technical vocabulary relevant to the project.</p> <p><b>Designing</b> Generate initial ideas and simple design criteria through talking and using own experiences. Develop and communicate ideas through drawings and mock-ups.</p> <p><b>Making</b> Select from and use a range of tools and equipment to perform practical tasks such as</p>		

	<p>Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p><b>Evaluating</b> Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose.</p>	<p>drawing, templates, mock-ups and information and communication technology.</p> <p><b>Making</b> Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. Select from and use textiles according to their characteristics.</p> <p><b>Evaluating</b> Explore and evaluate a range of existing textile products relevant to the project being undertaken. Evaluate their ideas throughout and their final products against original design criteria.</p>	<p>cutting and joining to allow movement and finishing. Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</p> <p><b>Evaluating</b> Explore and evaluate a range of products with wheels and axles. Evaluate their ideas throughout and their products against original criteria.</p>
<b>Geography</b> FCE Long Term Plan	<p>Consolidate the United Kingdom's countries, as well as the capitals.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic and human features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country.</p>

<b>History</b> FCE Long Term Plan	<p>Great Fire of London Technological innovation</p> <p>Children can...</p> <ul style="list-style-type: none"> <li>• Know about events beyond living memory that are nationally or globally significant: The Great Fire of London.</li> <li>• Discuss how life was different in 1066 London and the differences in society.</li> <li>• Place 1666 and the Great Fire of London on a timeline.</li> <li>• Place London on a map and the location of the Great Fire of London.</li> <li>• Place the events of the Great Fire of London in chronological order using a timeline.</li> <li>• Discuss reasons why the Great Fire of London started and spread.</li> <li>• Explain the significance of Samuel Pepys' diary and how this has helped Historians understand the events.</li> <li>• Identify and explain what changes were made in terms of architecture and the city's design after the fire and why.</li> <li>• Compare and use both primary and secondary sources to answer questions about the Great Fire of London.</li> <li>• To read fictional and non-fiction texts linked to this unit to enhance understanding. Such as 'who was Samuel Pepys' and 'The Great Fire of London:350th Anniversary edition'.</li> </ul>		<p>Significant individuals in the past Society and culture/ Technological innovation/ powerful people</p> <p>Children can...</p> <ul style="list-style-type: none"> <li>• Know about the lives of significant individuals in the past who have contributed to national and international achievements: Neil Armstrong and Ibn Battuta</li> <li>• Explore how Neil Armstrong and Ibn Battuta have contributed to society and how they had different experiences.</li> <li>• Recognise the significance of Neil Armstrong being the first man to walk on the moon.</li> <li>• Recognise the significance of Ibn Battuta as a medieval explorer.</li> <li>• Place the moon landing and Ibn Battuta's exploration on a timeline and compare when these events happened.</li> <li>• Analyse both primary and secondary sources that show evidence of the moon landing and Ibn Battuta's exploration.</li> <li>• Compare and contrast similarities and differences between the Apollo mission and Orion/ Artemis missions.</li> <li>• Compare and contrast the similarities and differences of Ibn Battuta and Neil Armstrong's exploration.</li> <li>• To read fictional and non-fiction texts linked to this unit to enhance understanding.</li> </ul>
<b>Music</b> Kapow	<p><b>Call and response</b> (Animals)</p> <p>Children can...</p> <ul style="list-style-type: none"> <li>• Use dynamics when creating sound.</li> <li>• Play in time with a group.</li> <li>• Experiment with different sounds on the same instrument.</li> </ul>	<p><b>Structure</b> (Myths and Legends)</p> <p>Children can...</p> <ul style="list-style-type: none"> <li>• Recognise, play and write rhythms with one beats and paired half beats.</li> <li>• Show a rest beat using a silent movement.</li> </ul>	<p><b>Pitch</b> (Musical Me)</p> <p>Children can...</p> <ul style="list-style-type: none"> <li>• Move their eyes from left to right to read pitch patterns.</li> <li>• Sing high and low notes including the notes in between.</li> </ul>

	<ul style="list-style-type: none"><li>• Clap the animal sound patterns mostly accurately.</li><li>• Clap the sound patterns in time with the pulse of the backing track.</li><li>• Demonstrate both a call and response.</li><li>• Copy a sound pattern using an instrument.</li><li>• Playing either a call and/or response role in time with another pupil.</li><li>• Perform a composition.</li></ul>		<ul style="list-style-type: none"><li>• Read and follow a structure from left to right.</li><li>• Add rhythms to a structure to create a beginning, middle and end.</li><li>• Work well as part of a group, listening to others and respecting their ideas.</li><li>• Maintain a steady beat.</li><li>• Use a thinking voice to play rhythms on an instrument.</li></ul>		<ul style="list-style-type: none"><li>• Play a pattern of high and low notes on an instrument.</li><li>• Read notation from left to right.</li><li>• Draw high and low sounds using dots at the top and bottom of a page, respectively.</li><li>• Recognise when notes stay the same.</li><li>• Recognise missing notes on a stave.</li></ul>	
PE Complete PE	<b>Health and Wellbeing</b> The focus of the learning is to consolidate our understanding of agility, balancing and coordination and when this is applied during sport.	<b>Jumping</b> The focus of learning is to recap jumping, in different directions, at different speeds and different levels.	<b>Team building</b> The focus of the learning is to introduce teamwork.	<b>Hands</b> The focus of the learning is to develop and consolidate pupils' execution of an underarm throw and to further extend their understanding of why we need to be accurate when we throw.	<b>Feet</b> The focus of learning is to develop dribbling using our feet in order to keep control and possession of the ball.	<b>Rackets, bats and balls</b> The focus of the learning is for pupils to continue to apply their developing accuracy skills when hitting a ball in a variety of competitive situations and games.
	Pupils will develop different ways of moving at speed and will understand the consequences of not being agile.	Pupils will begin to understand the different reasons when, where and why we jump in different ways.	Pupils will understand why it is important to include everyone when working as a team and how it feels to be left out.	Pupils will experience a competition against other pupils, developing their ability to collaborate.	The focus of learning is to develop and combine passing and receiving using our feet in order to keep possession of the ball and score a point as a team.	Pupils will also need to start to consider the application of power as they attempt to hit targets that are of varying distances away.
	Pupils will explore different ways of balancing with a partner and understand which sports require more than one person to balance together to be successful.	The focus of learning is for pupils to begin to develop their understanding of how to jump and skip efficiently and apply this to a game, a competition and a tournament.	Pupils will start to learn and understand what makes an effective team and to trust their team.	The focus of the learning is for pupils to work in a team, applying their understanding of underarm throwing and the basic principles of attack vs defence to win a	<b>Games for Understanding</b> The focus of the learning is to create and understand simple attacking principles, applying them as a team into a game.	Pupils will be challenged to work with a partner and then against their partner as they become opponents
	Pupils will understand what feet eye coordination means and	Pupils will recap how we jump, applying the most effective	Pupils will to develop their communication and cooperation skills, enabling them to create strategies to complete a challenge and solve a problem.			

	<p>will start to develop their kicking and dribbling skills to develop their feet eye coordination skills when playing sport.</p> <p><b>Dodging</b> The focus of the learning is to explore dodging and learn how to dodge effectively and apply this to game.</p> <p>The focus of the learning is to apply pupils' knowledge of how, where and why to dodge, into game situations.</p> <p>Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defend while working in a team as part of a competition.</p>	<p>technique using our head, arms and feet and how this affects our bodies.</p> <p><b>Gymnastics – Linking</b> The focus of the learning is to apply 'champion gymnastics' to explore different movements that pupils can link together jump, roll and balance on and off apparatus, creating sequences.</p> <p>The focus of the learning is for pupils to perform their completed sequences.</p>	<p><b>Dance – explorers</b> The focus of the learning is to respond to the stimulus using a range of different, controlled movements.</p> <p>Pupils will show how to control and co-ordinate their bodies to perform movements that represent an explorer preparing for an expedition.</p> <p>The focus of the learning is to develop our character work, adding movements, expression and emotion to our motif. Pupils will create a 'frozen' position showing a reaction creating an emotion.</p> <p>Pupils will develop motifs with a partner including some different elements of choreography.</p>	<p>game and to beat and opponent.</p> <p>The focus of the learning is for pupils to introduce overarm throwing, applying their understanding of overarm throwing to win a game or competition.</p> <p><b>Gymnastics – pathways</b> The focus of the learning is to apply 'champion gymnastics' exploring different pathways (zig-zag, curved), creating movements that pupils can link together on apparatus into a sequence.</p> <p>Pupils will perform their completed sequences.</p>	<p>Pupils will develop their understanding of what 'attacking' and 'defending' means and when and why we attack as a team during a game.</p> <p>The focus of the learning is to understand the transition from defence into attack and apply these tactics to a team game.</p> <p>Pupils will learn that during a game their role will change (from defence to attack) and that they need to keep adapting their role to meet the needs of the game.</p> <p>Pupils will develop their understanding of how their role changes from defence to attack.</p>	<p>and work to win games.</p> <p>Pupils will begin to understand why in certain games, hitting into space is essential in order to score points against the opposing team.</p> <p><b>Sports Day – Athletics</b> The focus of the learning is for pupils to understand the correct technique for; sprint, egg and spoon, sack race, bouncy hopper and relay races.</p> <p>Pupils will learn how to staying in their own lane, correct use of arms, legs and eyes and setting pace.</p>
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Outdoor Learning	<p><b>Forest School:</b></p> <p><b>Boundaries and Safety Procedures</b></p> <p>Say where the forest and extended boundaries are and explain why I should remain within them. Explain and adhere to Forest School rules and safety rules.</p> <p><b>Fire Building</b></p> <p>Use fire strikers to light a fairy fire in small groups and learn how to keep it going.</p> <p>Cook food on a fire with support.</p> <p>Fire safety and the fire triangle.</p> <p><b>Cooking on an open fire</b></p> <p>Bread on a stick</p> <p>Porridge</p> <p>Noodles</p>	<p><b>Geography:</b></p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic and human features of our area</p> <p><b>Science:</b></p> <p>Plants</p> <p><b>Forest School:</b></p> <p><b>Knots</b></p> <p>More sophisticated use of knots for attaching to structures and trees.</p> <p>Example - Overhand knot and half hitch.</p> <p>Lashing and frapping techniques to make frames.</p> <p><b>Tools</b></p> <p>Continuation of the use of basic tools, larger ropes and independent cutting of string.</p> <p>Use of bow saw (1-1) to cut discs and peelers for whittling.</p> <p><b>Shelter Building</b></p> <p>Independent use of tripod structures (animal den building)</p> <p>Introduction to lashing and frapping to make a frame.</p> <p>Erect a tarpaulin shelter, with minimal support.</p>	<p><b>Geography:</b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of our local area</p> <p><b>History:</b></p> <p>Significant historical events, people and places within Frodsham</p> <p><b>Science:</b></p> <p>Local area habitats</p> <p><b>Forest School:</b></p> <p><b>Geographical Skills and Navigation</b></p> <p>Use simple compass directions (North, South, East and West)</p> <p>Use simple directional language (near and far, left and right)</p> <p>Describe the location of features and routes on a map.</p> <p>Recognise landmarks and human and physical features.</p> <p>Devise a simple map and use basic symbols on a key.</p> <p><b>Exploration and Play</b></p> <p>Reinforce rules and boundaries.</p> <p>Move logs safely with support.</p> <p>Make something out of wood.</p> <p>Build a bridge.</p> <p>Investigate insects living in the forest.</p> <p>Bird watching.</p> <p>Make sensory story sticks.</p> <p>Become a nature detective.</p> <p>Forest mini raft building</p>		

<b>Enrichment</b>	Weaver Hall Museum – The Great Fire of London experience. Firefighter visit The Christmas Journey – Main Street Church	World Faiths – visitor in to speak about Judaism; visit to St. Luke's Church, Frodsham Local trips to significant places/buildings in Frodsham	World Faiths – visitor in to speak about Islam Geographical fieldwork up Frodsham Hill Residential to Fox Howl in Delamere Forest Archbishop of York Young Leaders Award
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