2023 - 2024				Autumn 1	_						Autu	mn 2	_				-	Spring 1				Spring 2	2				
Year 2	Week 1 <u>Settling in</u>	Week 2	Week 3	Week 4	Week 5	Week 6 focus text / Materi	Week 7	Week 1 Autumn Poetry	Week 2 A small-scale study	Week 3	Week 4	Week 5	Week 6 Caring for our Wor	Week 7	Week 8 Winter Poetry	Week 1 Nursing through t	Week 2	Week 3 We	ek 4 Week 5	Week 1	Week 2 s / Art and Illustration		Week 4 ince Week	Week 5 <u>Castles</u>	Week 6	Week 1	Week 2 erence & Prediction
	Responding to a	of London			Discussion: Respo	nding to an illustratior		<u>Week</u>	To talk confidently	about a picture book a			To explore importar	nt environmental	Week	Living		To engage children with a s		Questioning: Res	earch famous works of ar		inderstand	To write an	Week		ly about a wordless p
	text Determine our		and sequence the ke ription of the sight: the fine To winidu	s, sounds, smells,		e links to other texts ame, thought tracking				it themes of communit y through a variety of			issues: how to be re plastic To talk confidently		Create a seasonal Wordbank.	Drama: Immersive understand the pe	eriod of time and	empathise; To explore, develop and sus ils. To explore and interpret st			lren to be inquisitive. inions about art. Captioni	is ar		entertaining story using the vocabulary and	Features of a variety of poems.	range of ways To explore the sto artwork, drama and	ory through a variety
	Class Rules	conditions before,	during and after th	e fire.	Writing: Captionin	ng. Speech bubbles, Se	quenced recount of		To engage in oral st	orytelling and bookmak n more than one persp			picture book and re range of ways, comp	spond to it in a	Effective use of adjectives.	Writing: To vividly		activity including play, art, To write for meaning and p	Irama, drawing;	bubbles. Descript narrative of visit	tive writing. To write a se to National Gallery, Sto	equenced scien	nce careers.	understanding gained from our	Class/Individual poetry	Writing: Speech/t	thought bubbles. Emi
<u>English</u>			experience to under e better with key in		f the text so far. I	Retelling of text with	tory mapping.	Respond to	Writing: Features o	f a letter, instructiona		ures of Diary writing	fiction book from la	ist week	Respond to	conditions before arrived at Scutari	and after Florence i. To write	e narrative and non-narrative	forms.	Writing in the st	yle of/using features fro view (of a series).	om a published Add give	n to	History of Castles theme.		Predictive/Creativ person/writing in r	ve writing opportunit role. Story sequencir
						ive use of nouns, verbs entence structure.	, adjectives,	poetry. Performance	Story-mapping, oral Drama: Freeze fram				Features of Non-fic Writing: Features o		poetry. Identifying and	persuasively asking resources, (given t photos/film to illu	that there were no	Writing: Character descrip o for building a habitat. Stor of a Get Well Soon Greetin	-mapping/writing, Feature	s Grammar: Effect	ive use of adjectives, adv	verbs. insp		Planning/Editing as part of the writing			ook Review Conferenc
								i el formunce	or unite the second and					visit to Cornerstone		conditions).		Grammar: Speech bubbles/	-		quired to polish our writir litions and Revisions.			process		sentence structure	
																		Editing: Skills required to p	olish our writing including								
		Great Fire	HE GREAT	The Great	HEAL WE	Recucle	TRENMAN	JULIA DONALDSON PULIAS PERFORM		NKHLJAY	to all the second	LUMBERJACK'S BEARD	A PLANET FUL OF	A CA		Florence		Corrections, Additions and	George and the DRAGON					THE	JULIA DONALDSON POLYLA PERFORM	CONTRACTOR OF	FLOTSAM
Complementary Texts	E	A Second	FIRE OF LONDON	London	ARE	The second second	1						PLASTIC			Nightingale							DA WIST.	BUILT			
	TION 171	Little Wandle Pro	gramme: Phase 5 p	honic recap	ater rentar			Assessment	Little Wandle Prog	ramme: Bridge to Spe	elling	DUNCAS BEEME		telp my world Assessment		Little Wandle Pro	ogramme: Spelling	DRAGON DRAGON		Assessment	Little Wandle Program	S	CIENTIST			Assessment	Little Wandle Proc
		Recap Year 1	/ai/ a-e ai ay a	/оо/ /уоо/ оо и и-е			ie /ee/ /igh/	Week	What do I need to		Why do some words			Week				Igs Why do I drop the 'e' when		Week	The 'W special'	Why	/ do I swap	Why do some	Why do some	Week	Details coming
Spelling & Phonics		CEWs	eigh ea ey aigh /ee/ y ea ee e ie	ew ue ou ui /air/ air are ear	oor al oar our aug aur /zh/ si su		y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/		know to think about spelling?	letters at the end of words?	end in 'k' or 'ck'?	suffix -es/-s to words?	'y' for an 'i' when I add the suffix -ed?			'kn' and 'gn' for /n/, an	nd 'wr' for /r/?	suffixes -ed, -ing, -er, -est and -y?	words end 'ge' a 'dge'? Why can /j/ be	r	How do 'w' and 'qu' char that	when	'Y for an 'i' n I add suffix -es?	words have the spelling 'ey'	words end -le, -al, -il or -el?		February 2024
			ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa	/ur/ er ur ir or ear /ow/ ou ow		/i/y /o/a	a /a/ /ai/ /or/		How do I use the Complete the code	Why do I double letters in some	Why do some words end in 'ch' or 'tch'?	Why do I double the final letter in	Why do I drop the 'e' when I add the						spelled 'j' or 'g' different	n	'a', 'ar' and 'or' make in :	some words?	SUTTIX -esp	for the sound /ee/?			
			oe ou		si	oul schwa: er a or ar our re			chart to help me to spell?	longer words ending in -er?		some words when I add the suffix -ing	suffix -ing?						words?								
Spellings			people eye whole	move prove shoe	thought sure	once again any many friend busy	friend		wrist little school thumb lorry wheel	shimmer supper	which quick stretch beach cloak magic match kitchen	wishes fizzes	hiding seeing having making being			once two	knight/night	any many one/wor	where/wear		who whole our		ole friend	move improve	to/too/two		
Grammar &	The Alphabet	Lower case	Capital letters,	two who beautiful their parents Nouns	Adjectives	pretty because laugh Verbs	Adverbs	Question marks	wiggle thunder Exclamation marks	singer freeze fizz Alliteration,	Plurals	jumping brushes fixing dropping Coordination (or /	carried played tidied subordination (when	1	Contractions	Suffix: ly	Suffix: ment	Suffix: ful Suffix:	ess Suffix: ness	Prefix - un	Present tense Pas	st tense comi	e/quiet mas	possessive		Expanded noun	Adjectives for
Punctuation	(letter names)	letters, Numbers		Neurost		Normal Providence				comparatives, superlatives		and / but)	/ if / that / because)		(apostrophe)		64							apostrophe		phases	effect
	Aristor ANGRY			Pisid Day	OLD NEW HAT HAT	Pisté Dey	Dearly.	PUNCTUATION	Sreat.	Catch That Chicken!			unction				The Smartesy GIANT In Town			Profix		10 C		SHOOTS		Merry-Go-Round	Many Luscious Lollipops
				School Bus		SCHOOL BUS	Insincerely	Cession	Book		One Foot Two Feet								-Full and -Less. -Er and -Ness			<u>S?</u>	AGHETTI		2	30 1	SCORE
	Maths Games	Number - Place V			La Dan La Constanti	Number - Addition				ATTEVEL AND A DODISIAN	Geometry: 2D & 3D			Consolidation		Measurement - M		Number: Multiplication &				asurement: length a			ss, Capacity, Temp.		
	<ul> <li>Focus on learning mental maths games</li> </ul>	the place value of		00 in numerals and ir ligit number (tens, or solve problems.					ly, and derive related al representations an	d mentally, in 1s and	the number of sides	and line symmetry in nmon 2-D shapes and		· Place Value · Arithmetic		Recognise and use pounds (£) and per Combine amounts	nce (p)	<ul> <li>Calculate mathematical statistical statis statistical statistical statistical statistical statistical</li></ul>			(m/	stimate + measure le /cm); using rulers. ompare and order len		measure length/hei		<ul> <li>Recognise, find, n</li> <li>objects or quantity</li> <li>Find and compare</li> </ul>	
	· Board games · Dice games	· Identify, represe including the numb	nt and estimate num	nbers using differen d order numbers fro		<, one number from a	iother cannot.		order (commutative)		· Identify 2-D shape · Identify and descr	es on the surface of 3 ibe the properties of	3-D shapes. 3-D shapes, including			particular value.Fin combinations of co	nd different oins that equal the	including problems in conte	rts.		· Re	ecord the results usi	ng >, < and =	capacity (litres/ml) appropriate unit	) to the nearest		actions for example,
<u>Maths</u>	<ul> <li>Hundred Square</li> <li>games</li> </ul>		2, 3 and 5 from 0, a	and in tens from any	number, forward				al representations an two two-digit number	d mentally, including: s; adding three one-	the number of edge: • Compare + sort con	s, vertices and faces. nmon 3-D shapes and				same amounts of n · Solve simple prob context involving of	blems in a practical	signs. I · Solve problems using mate and division facts, including	rials, arrays, repeated add	ition, mental method	s and multiplication			<ul> <li>Use rulers, scales measuring vessels</li> <li>Compare and orde</li> </ul>	, thermometers and		
		ana backwara,				· Solve problems wi	h addition and subt lving numbers, guan	raction: using concr tities and measures;	ete objects and picto applying their increa	rial representations, sing knowledge of						subtraction of mor unit, including givin	ney of the same	and division facts, including	problems in contexts,						d record the results		
						mental and written • Use the inverse re	methods. Iationship between		tion and use this to a																		
	Living Things and their Habitats	Uses of Everyday Knowledge:	Materials			solve missing number	r problems.	Living Things and Knowledge:	their Habitats				Uses of Everyday I			Animals (including Knowledge:	humans)			Animals (includin	g humans)					Animals (including Knowledge:	humans)
	Knowledge: (our class animal)	· Scientific language · That materials co	in be changed by squ	naming properties of Jashing, bending, twi	isting and stretching			Meaning of alive,     Can name key wo					Types & properties     Environmental awa	S		· Personal hygiene	diet; know the food	od groups & egs of foods in eacl		· Life cycle of fro	og and why a frog is well ad	lapted to its habitat				· How earthworms	s are adapted to thei od chain through an e
<u>Science</u>	What is a mammal?	· Able to describe Skills:	the un / suitability o	of different materia				<ul> <li>Survival &amp; adapte</li> <li>Meaning of life c</li> </ul>	ition to habitat ycle and plant growth	ı.			Skills: • Using secondary so			<ul> <li>Begin to know sor Skills:</li> </ul>	me key nutrients ir	n different foods		<ul> <li>Features of key Skills:</li> </ul>	stages of human life cyc	cle & importance of h		nc. exercise			e cycle through an ea t a life cycle - a butt
		s · Observation over · Perform own exp · Test & record da	t, record results & in			lina materials		Skills: • Grouping & classi	fying - alive, dead, ne	ver alive			· Group & classify, d . making predictions			· keep dietary reco	ord & suggest answ	bserve over time - growing mou wers   labels · grouping and classifyii		<ul> <li>human life cycle</li> </ul>	s before / after exercise - research using secondo s - experimenting to seek	ary source	record			Skills: · Fieldwork, observ	ving Jake own observation:
					Locational Knowle				Place Knowledge							· · · · · · · · · · · · · · · · · · ·		,	5		observe & record growth		ed until Summer	er 2) Geographical skills	and fieldwork		Locational Knowled
						ceans, 4 Nations of th ate all 7 continents an			study)	: human and physical fe graphical similarities a		on-European case												<ul> <li>Compare and cont cons of situating co locations on a map,</li> </ul>	astles in different		The United Kingdon England Ireland
<u>Geography</u>					· Use world maps,	atlases and globes to ell as countries, contir	dentify the UK and			ing- learn about a rang		ies relevant to your												· Use basic geograp			• To name, locate a
					studied				• Use basic geograph	nical vocabulary																	United Kingdom. • To name and locat
	The Great Fire of	<mark>ving memory that a</mark> r f London sent day London with														national and inter	rnational achievem	<u>in the past who have contribu- ments</u> ents in the lives of Mary Seacol		<ul> <li>Describe and se</li> </ul>	ts of medieval history: equence the development scribe the various signifi	of castles between p					
<u>History</u>	<ul> <li>To understand t</li> <li>To compare and</li> </ul>	hat we can use a ran contrast the fire se	ge of sources to lear rvice of 1666 with m	rn about the past nodern times												Florence Nighting • To understand th	ale, using a timeline he differing discrim	ne mination they faced		· Identify and ex · Understand and	plain the use of key featu experience what a castle	ures of castles betw e feast was like	een 1066 - 150	00			
		Being Me in My V		rn times			Kindness/Class	Calabaatina Diffa						Kindness/Class	Kindness/Class	hygiene in modern	itimes	rence and Mary had on nursing	ind		tles ceased to be widely u sor Castle, Hampton Cour		re still useful no	now e.g. The Tower		Relationships	
PSHE	rules to keep us safe			Rewards and Consequences	Rewards and Consequences	Our Learning Charter	rules to keep us safe	Celebrating Diffe Boys and girls		Why does bullying	Standing up for myself and	Gender Diversity	Celebrating difference and		rules to keep us safe			Learning with A Group	Challenge Continuing a Group Challenge	Being Healthy	Being Relaxed Me	edicine Safety Heal	Ithy Eating	Healthy Eating	Happy, Healthy		Keeping Safe
		Paint Class animal	Christmas card	Drawing - dominant		Collage -	Wax resist		Andy Goldsworthy -		others Portraits - self	See below	still being friends	Calendars -	Drawing		Mixing tints and	Exploring colour - Katie ti	le page Collaborative	Castles collage	D&T		ervational	Mixed media -	Evaluation of		Illustrator focus
<u>Art &amp; Design</u>		- colour mixing revision	art - various	hand/non dominant hand/eyes	t	cutting/sticking/ placing and	illuminated letters	drawing of international dolls	site specific, land art, outside	proportions of the face	portraits			rotational symmetry		primary and secondary	shades	hot and cold colours	colour mixing Colour quiz			drav bicy	ving of a cle	responding to music	and Spring work	taking inspiration from the work of an established	illustrator
				shut/continuous line		arranging								patterns		colours. Colour wheel.		Weaving with paper								artist/craft- maker/designer	
			To design and build a model of a			elpers required 'eek: Design, make and						Design & Make hinges and levers	Apply Christmas cards	Design a solution for ocean plastic	Cooking: Seasonal baking					Structures: Design and build	Structures: Learn Str a a range of joins Des	ructures: sign and build a castl	e antehouse	· ATA ?	Structures: Evaluate and		
<u>Design &amp;</u> <u>Technology</u>			house from 1666.		evaluate a nutrition	ous dish e.g. a humus						ninges and level s	with hinges and levers	waste	burng					habitat for a pond creature	including: flanges, Exp	plore how they can be ronger, stiffer and m	e made	1 the	feedback		
<u>1 echnology</u>																					Use	e suitable mechanism rking drawbridge and	is, to create a	PECK.			
	EX.	Handbells Pitch:						Singing Pitch:									Drumming	ressively and creatively by sing	na sonas and sneaking char	ts and rhymes		rtcullis <u>corder</u> strumental:		a tide bei sonen frei blert.			
	A	<ul> <li>I can organise ha</li> </ul>	ndbells in pitch orde	lodies and begin to r er	recognise steps and	repeated notes		• We use their voi • I can recognise o	ces expressively and eneral shapes of mel	creatively by singing so odies and begin to reco	ongs and speaking cha ognise steps and repec	nts and rhymes ated notes				13	<ul> <li>Pay tuned and ur</li> </ul>	ntuned instruments musically centration to a variety of music		and i nymes	· I Dyr	can copy and match s namics:					
Music	199		ate and order sound	ls to show simple con				Dynamics:	artting lauder	often (impli-int.)							Composing and In				Voc	can understand getti cal: can begin to sing rou	-	-			
		Dynamics:	ent symbols to repro getting louder and s	esent sounds and sin softer (implicitly)	mpie rnytnms			• 1 can understand	getting louder and s	i rer (implicitly)								order sounds to make a melody bols to represent sounds			Imp	can begin to sing rou provising and compos can choose and order	ing:			ddle and end	
																					Sta · I	aff Notation (musica can begin to recognis	l notation):				
			Using technology							designing with technological	ology			e-Safety		Digital Literacy					hnology - algorithms and	id coding					nnology - Google Sui
<u>Computing</u>			ebooks: logging on &	es from different so shutting down; Goog		ebsites, TV etc.		- To use a range o	y purposefully to cre f tools to create digi choices and evaluate	tally, such as lines, sha	pes, colour and text			- How to be safe u	using the internet	it's important to to	ell an adult when y	to an adult before using new pr you see something unexpected o al information is e.g. passwords.		devices; and that	what algorithms are; how programs execute by fol debug simple programs					- Introduction to 6	nise, store, manipulat Google Drive ening, typing, saving,
		- Use devices for r	research	ng a computer respo	onsibly, e.g. learning	to use a username and	password		al art with other med							- Includes Online :					easoning to predict the b	pehaviour of simple pr	rograms			- Google slides, ope	ening, typing, saving, bening, inserting text
		Fundamental skills		II. Using equipment. [				Ball skills - Kick to a target,	hit using equipment,	catch consistently						Gymnastics - Balance, Rolls, Ju	umping, Transition,	ı, Combinations, Performance		Gymnastics - Balance, Rolls, J	Jumping, Transition, Comb	binations, Performan	ce			Swimming - Water safety, wo	vater confidence, usiv
<u>re</u>		Football	all dribbling page	g, shooting, team pla	N.			Rugby	all, catching, passing,	tagging team play						Basketball	all dribbling perci	sing, shooting, team play		Hockey	ball, dribbling, passing, sł	hooting team play				Athletics	browing catching t
RE		Judaism	, ar rooning, passing	5, shooring, ream pla	-/			Christianity	, carenny, passing,	- agging, ream play						<u>Christianity</u>				Christianity						<u>Islam</u>	hrowing, catching, tu
		- Creation, Shabbo	t, Moses, Sukkot					- Christmas Story	: Mary, the journey, t	oirth of Jesus, the She	epherds, Epiphany					- The Gospel: Jesu	us' ministry, miracl	les, the Prodigal Son		- Salvation/Easte	er: Prayer, Palm Sunday, 1	The Last Supper, Gar	rden of Gethser	emane, Crucifixion &	Resurrection	- Shahadah, Salah,	n, Ramadan, Eid, Zaka

y of pat English ies ng c ie.	s. Writing in the f of key moments.							Summer 2						
y of pat English ies ng c ie.	of teaching approa thising with the cl s. Writing in the f of key moments. I		Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7			
y of pat English ies ng c ie.	of teaching approa thising with the cl s. Writing in the f of key moments. I		Minibeasts: Lifecyo Food Chains	cles, Habitats &	Alternative Traditio	nal Tales	Plants: Growth, sur	vival and adaptation	<u>on</u>	History of Coombe Hill	<u>Summer Poetry</u> <u>Week</u>			
pat ies ng c :e.	thising with the cl s. Writing in the f of key moments. I		Comparison of fictio	on and non-fiction	Writing to entertain, knowledge of traditio		To engage children v empathise;	vith a story with wh	ich they will	<u>Infants Site</u>	Features of a			
English ng c :e.	s. Writing in the f of key moments.	iches including	texts. Features of 1 Use for research.		adapting for effect (		To explore, develop To write for meanin	and sustain ideas tl g and purpose in a v	nrough talk; ariety of narrative	See History and Geography rows	variety of poems			
ng c :e.	of key moments. I	haracter, Multiple	Writing: Fact Files	on worms.			and non-narrative fo			below	Class/Individual poetry			
:e.		first	Explanatory writing sentences. Informa	using extended			Writing: Map making Personification in te				composition.			
)S,	adjactives adver		(Empathetic) letter Imaginative diary er				Grammar: Effective	vocabulary and pun	ctuation, Sentence		Performance and publishing.			
	aajecrives, aaver	rbs. Effective	Grammar: Coordinat	ing and			structure,							
			Subordinating conju	inctions			Editing: Skills require Corrections, Addition		iting including					
	TUESDAY	TREEFALL®	Wiggling Worms	Earthworms	(H)		Marchen	GARDEN	Antes	GIANT -	JULIA DONALDSON POEMLAPERFORM			
Complementary Texts				77		red attactor	THE SECRET	- <b>2 2</b> 8	MAP BOOK Washington		<b>1</b>			
			Lybrighter a Barrier Mendoelan			$\mathbf{OO}$	SKY GARDEN		Charles and	Janaharat Maria Landa Landa				
grai	amme: Spelling ur	nits 11-15			Assessment Week		ramme: Spelling unit	s 11-15						
						Details coming February 2024								
Spelling & Phonics														
Spellings														
Grammar & Ve Punctuation		Adverbs for effect	Homophones	Revision										
	Kites Sail 🛞	RUTH HELLER S	Dear Deer											
	High		Ve M											
			Tal.											
2			Measurement: Time		Statistics		Position and Direct		Consolidation	Maths Games				
tion	ons of a length, shi	ape, set of	<ul> <li>Know the number of h and the number of h</li> </ul>	of minutes in an hour nours in a day.	<ul> <li>Interpret and const pictograms, tally char</li> </ul>		<ul> <li>Use mathematical describe position, di</li> </ul>		<ul> <li>Shape</li> <li>Multiplication</li> </ul>	Design your own i     Play and evaluate	nathematical gam			
ts 불 01	; of 6 = 3 and recog	nise the	<ul> <li>Tell and write the including quarter pa</li> </ul>		and simple tables. • Ask and answer simp	ole questions by	movement • Order and arrange	combinations of	· Division	· Improve your des	sign			
			draw the hands on a these times.	clock face to show	counting the number category and sorting	of objects in each	mathematical object patterns/sequences							
<u>Maths</u>			· Compare and seque time	ence intervals of	quantity. • Opportunity to apply									
					collection on class tic pictogram									
					<ul> <li>Ask and answer quest totalling and comparis</li> </ul>									
						ig caregorical data.								
	microhabitat				<u>Plants</u> Knowledge:	for commination /hoo								
ear	rthworm				<ul> <li>Know what's needed for germination/healthy growth</li> <li>The key different habitats around the world</li> </ul>									
	thworm rfly & frog				- Plants adapted to their habitat and environmental awareness Skills: - Plant om seeds, observe å record growth over time (Plant in Spring 2)									
					· To plan & set up owr	cress expt - compar	rative testing	Spring 2)						
	suggest answers				· rot or not - check t									
	of Great Britain a	ind Northern Irela	nd Northern		Geographical skills a The geographic impor	tance of the Coombe								
Geography	Wales	Scotland	Northern		human and physical fo	eatures	es to recognise landm							
ndi	identify characte	eristics of the 4 co	untries of the		· To devise simple ma		e fieldwork skills to b ruct basic symbols in							
re t	the capital cities	and some large citi	es within the UK		references • To use simple compo	ss directions (North	, East, South and We	st)	e:					
							Significant historical events, people and places in their own locality • To know that Kingston is a historically significant place							
									To know that Kingston is a historically significant due to its geographic setting     Understand the importance of Coombe Conduit					
<u>History</u>														
History										er for Hampton Cou	irt Palace			
					Changing Me				• To understand th	er for Hampton Cou ne historic use of Co	urt Palace combe Hill <u>Transition</u>			
PSHE Fri	riends and onflict	Secrets	Trust and Appreciation	Life Cycles in Nature	<u>Changing Me</u> Growing from Young to Old	The Changing Me	Our Bodies	Assertiveness		er for Hampton Cou	irt Palace iombe Hill			
PSHE Co	onflict Naking a clay tile	Secrets Paper hat design			Growing from Young to Old Collographs -	Positive and	Observational	Assertiveness Wildflowers	• To understand th	rer for Hampton Cou ne historic use of Co Transition to new	urt Palace mombe Hill Transition Preparing for Summer break Decorate wooder			
PSHE Fr Co Mo to th	onflict Aaking a clay tile o commemorate he King's		Appreciation Paint clay tiles Shading techniques	Nature	Growing from Young to Old				• To understand th	rer for Hampton Cou ne historic use of Co Transition to new	ort Palace combe Hill Transition Preparing for Summer break			
PSHE Fr Co Mo to th	'onflict Naking a clay tile o commemorate		Appreciation Paint clay tiles	Nature	Growing from Young to Old Collographs -	Positive and	Observational	Wildflowers	• To understand th	rer for Hampton Cou ne historic use of Co Transition to new	urt Palace mombe Hill Transition Preparing for Summer break Decorate wooder			
PSHE Fr Co Mo to th	onflict Aaking a clay tile o commemorate he King's	Paper hat design	Appreciation Paint clay tiles Shading techniques - hatching/cross hatching etc	Nature	Growing from Young to Old Collographs -	Positive and negative space	Observational drawing of shoe	Wildflowers	• To understand th	rer for Hampton Cou le historic use of Co Transition to new class	urt Palace mombe Hill Transition Preparing for Summer break Decorate wooder			
PSHE Fr Co Mo to th	onflict Aaking a clay tile o commemorate he King's		Appreciation Paint clay tiles Shading techniques - hatching/cross hatching etc Ipers required	Nature	Growing from Young to Old Collographs -	Positive and negative space Textiles: Parent hel Design, make and ev	Observational drawing of shoe	Wildflowers Watercolours	To understand th Looking Ahead D&T Designing & making felt	rer for Hampton Cou ne historic use of Co Transition to new	urt Palace mombe Hill Transition Preparing for Summer break Decorate wooder			
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