Oak: Cycle 2 – Autumn 1

Core School Value	Curriculum Question	Core Text(s)	Beginning Hooks (enrichment days and trips)	Exciting End (showcasing learning/published outcomes/celebration)	Parental Involvement (celebrating learning alongside their children)	Pupil Led Learning (What have the children asked to learn about?)
Inquisitive	**Is the moon really made from cheese?**	**Beegu** **Man on the Moon**	**Planetarium** **Spaceship Crime Scene** **Dress-up Astronauts**	**Space Museum** **Show and Share**	**Space Museum** **Show and Share**	**Alien sculpture** **Stop motion – man on the moon** **Describe a planet**

English	Maths	Science	Computing	History	Geography	Music
• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • discussing word meanings, linking new meanings to those already known • drawing on what they already know or on background information and vocabulary provided by the teacher • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participating in discussion about what is read to them, taking turns and listening to what others say • explaining clearly their understanding of what is read to them • say out loud what they are going to write about • compose a sentence orally before writing it • sequence sentences to form short narratives • re-read what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher • draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally • sequence sentences to form short narratives • reread and evaluate writing to check it makes sense and make simple revisions	• Count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 20 in numerals and words. • Read and write numbers to at least 100 in numerals and in words. • Recognise the place value of each digit in a two digit number (tens, ones) • Given a number, identify one more or one less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Identify, represent and estimate numbers using different representations including the number line. • Compare and order numbers from 0 up to 100; use <, > and = signs. • Use place value and number facts to solve problems. • Represent and use number bonds and related subtraction facts within 20 • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs.	• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]		• play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
Writing in role Free verse poetry Instructional writing Letter Writing		Materials museum Test materials for a spaceship including an obstacle course	Program a spaceship sprite to move around the screen	Neil Armstrong Fact File Re-enactment of Moon landing		Garage Band – iPad music Planet music using Holt's planets

RE	MFL	PE/Games	Art	Design and Technology
• retell the story of creation from Genesis 1:1-2.3 simply • Recognise that 'creation' is the giving of the big story of the bible • Say what the story tells Christians about God, creation and the world • Give at least one example of what Christians do to say thank you to God for the creation. • Think, talk and ask questions about living in amazing world	• listen attentively to spoken language and show understanding by joining in and responding	• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending	• to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	
Creation: Who made the world	Basic language taught through classroom routines	Throwing and Catching	Van Gogh's: Starry Night	