



Key Q:	SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Chosen BLP:		All Aboard: How is St Lucia similar to / different from the UK?	All Aboard: Why do people speak French in St Lucia?	All Aboard: How did Pirates navigate the oceans?	All Aboard: How is Caribbean culture represented through Art?	Space Week: How did space exploration provide us with knowledge about Space?	
	PSHE	In our Street: Looking at how our families are similar despite differences such as culture/faith.		Changing me: getting ready for Year 3		Changing me: getting ready for Year 3	
	Science	WALT: Review and assess Materials topic		WALT: understand seasons and associated weather Pupils should be taught to: Observe changes across the four seasons ; Observe and describe weather associated with the seasons and how day length varies.	WALT: identify and name light sources.	WALT: identify and name planets in our solar system.	
	History	WALT:	WALT: understand how Europeans settled in St. Lucia. Understanding how Francois le Clerc and his crew were the first Europeans to settle in St Lucia	WALT:		WALT: understand how significant figures have helped us learn about Space. 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]	WALT:
	Geography	WALT: compare an area of the UK with a non-European country NC: KS1 - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country British coastline / St Lucia		WALT: use compass directions 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.		WALT	WALT:

Art D&T				WALT: produce art in the style of a Caribbean artist. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Bernard Hoyes- The Dancing Lady	WALT create a structure using papier mache. To use a range of materials creatively to design and make products.	
Computing	WALT: type using a keyboard.		WALT: change font size and colour			WALT:
Music	WALT: Taught by Liz Safford	WALT: Taught by Liz Safford	Taught by Liz Safford -	Taught by Liz Safford -	WALT: Taught by Liz Safford	Taught by Liz Safford -
PE	WALT: understand an orienteering map. Drawing birds eye view – equipment on a gym mat P WILSON	WALT: follow an orienteering map. Simple cones exercise P WILSON	WALT: develop spatial awareness. Transfer map to ground. Numbered cones on playground / MUGA P WILSON	WALT: visit a control and return. Star exercise P WILSON	WALT: develop hand eye coordination Throwing and catching. Rounders bat – hit ball from cone. P WILSON	WALT: play a simple rounders game. Rounders P WILSON
British Values and RE	British Values: mutual respect	Places of Worship WALT: recognise the features of a Mosque.		Places of Worship WALT: recognise the features of a Church		
S&L Language Development/Oracy	Geographical vocabulary through Theme. Summarising sentences through English.	RE vocabulary for different faiths Languages: French spoken in St Lucia.	Directional vocabulary.	Art vocabulary: shape, colour, paint.	Scientific vocabulary through Theme.	
Reading	Reading Squad Comprehensions	Reading Squad Comprehensions	Reading Squad Comprehensions	Reading Squad Comprehensions	Reading Squad Comprehensions	Reading Squad Comprehensions
GPS	Sentence structure and sequencing. can show some control over word order producing logical statements	Use a range of punctuation. can usually use a capital letter and full stop, question mark or exclamation mark to punctuate sentences.	Vary sentence structure	Vary sentence structure	Consolidation of any Y2 skills needed by each class.	
English/Writing	Summarise a text. Use a range of punctuation. can usually use a capital letter and full stop, question mark or exclamation mark to punctuate sentences.	Write a blurb for a book. can produce a paragraph or more of developed ideas independently	Plan a story (story map)	Write a story with a familiar setting can produce a paragraph or more of developed ideas independently Write a simple, coherent narrative - Box up a story (structure) Write a coherent narrative (focus)		