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Special Events	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
OWLETS	People who help us General introduction	People who help us Nurses and doctors	Jack and the Beanstalk	Jaspers beanstalk	People who help us Firefighters	People who help us Police
English texts	- Biography on Florence Nightingale	Writing in a role- Diary entry writing	Jack and the beanstalk retell	Jack and the baked beanstalk Innovation	The great fire of London	The great fire of London
Writing genre *Activities*	Biography	Diary	retell	innovation	Explanation –diary	Poetry
SPaG	**SPAG STARTERS SUFFIX – FUL/LESS** LESSONS- Homophones - link to RWI spelling 2A PG 33	LESSONS- Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g., she is drumming, he was shouting Suffix er-est	Recap –/verbs/ adverbs			Apostrophes revisit Homophones revisit
	RWI 2b unit 6 pg 23 Spelling CEW- who, whole, busy, water, again, 4 Nelson year 2 unit 4 - oa	Spelling CEW- HALF MONEY MR MRS PARENTS CHRISTMAS RWI 2b unit 7 p25 year 2 –unit 5 oo	HANDWRITNG year 2 unit 6 oi RWI spelling pg 12 and 29 homophones SPELLINGS Yr 2 CEW Spelling Check	Joins year 2 Unit 7 – capitals Joins – year 2 Joins year 2 unit 8 – ea RWIS 2b unit 8 LE pg 26 SPELLINGS	Joins year 2 unit 9 er RWIS 2b unit 9 EL pg 30 SPELLINGS Targeted	unit 10 ou-Joins unit 12 air RWIS 2b unit 10 AL pg 33 SPELLINGS Targeted

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				Targeted		
Guided reading – chn off scheme	*CCF* *WHITE – a squash and a squeeze*	**CCF** **White – a squash and a squeeze comp**	**Jack and the baked bean stalk** *WHITE – Traction man*	**C8 Hodgeheg** *C10 Iron man* *C9FMF* *WHITE*	**C8 Hodgeheg** *CP- Iron man* *C10 FMF* *WHITE –*	**READING SAT 2025** **C8 Hodgeheg** *CP- Iron man* *C10 FMF* *WHITE – the tunnel* *the day the crayons quit the lighthouse keepers lunch –*
Comprehension	Head start comprehension Domain 1a – Pg 27	*SAT PAPER - 2024* Head start comprehension – 1b **Pg 25 /26**	Head start comprehension – 1b Pg 33		Head start comprehension – 1b **Gfl pg 18/23**	
Mental Maths Activities	Mastering Number	Mastering Number	Mastering Number	Mastering Number	Mastering Number	Mastering Number
Mathematics *Arithmetic Activities*	3x table Money – Totalling coins Finding change making amounts GD - Money – Checking change- lynx needs to match sheet **GD Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ♦; 'together Jack and Sam have £14. Jack has £2 more**	**Time** –to the nearest 15 mins . Turning clock wise/anti clock wise Word problems with time Measuring time **GD To the nearest 5 mins** **CHECK SOME ACTIVITIES AS THEY ARE VERY CHALLENGING**	**Addition and subtraction** - inc missing number and GD INC ADDING A SET OF GIVEN NUMBERS- 3 numbered addition **GD Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ♦; 'together Jack and Sam have £14. Jack has £2 more** than Sam. How much money does Sam have? etc.)	**Multiplication/division** **GD Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ♦; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)**	**Maths SAT 2024** **2D/ 3D shape/symmetry** **GD-Describe similarities and differences of 2-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions). Describe similarities and differences of 3-D shapes, using their**	Reasoning problems -2 steps for tough not taxing *Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts*

	than Sam. How much money does Sam have? etc.)				**properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).**	
Geometry & Measure	Compare 2D shapes **GD-** **Describe similarities and differences of 2-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).** **Describe similarities and differences of 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid**	Compare 3D shapes **GD-** **Describe similarities and differences of 2-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).** **Describe similarities and differences of 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).**	**GD Temperature** **Read scales where not all numbers on the scale are given** **Estimate points in between scales where not all numbers are given**			Data Handling

	have the same number of edges, faces and vertices, but different dimensions).					
Science	MATERIALS – final element of unit		Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants. **Note:** Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them. Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy. Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations. • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals. • identify and name a variety of plants and animals in their habitats, including micro-habitats.			
Activities	Materials used in hospital – change in syringe / bandage materials	MATERIALS QUIZ	What do they think seeds and bulbs need to grow? Experiment to determine the conditions seeds and bulbs need to grow. Title and prediction BEAN	Observations of bulbs and seeds over time.	Observations of bulbs and seeds Instructions – continue experiment write up (What we did)	Record results Conclusion What did we find out plants need to grow? Why? Observations of bulbs and seeds over time. Using equipment
Computing	• William Morris	• Collage	• Presenting ideas	Presenting ideas	• Presenting ideas	Presenting Ideas
PE	Net and Wall Games Athletics					

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Activities	To use the ready position to defend space on court To develop returning a ball with hands	To play against a partner To develop racket skills and use them to return a ball	To develop returning a ball using a racket To play against an opponent using a racket	To run fast and develop sprinting To develop jumping further	**To develop jumping higher** **To develop throwing for distance**	**To develop throwing for accuracy** **To select and apply knowledge and technique in an athletics carousel**
History	• 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] Significant historical events, people and places in their own locality. Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] Significant historical events, people and places in their own locality-					
Activities	Florence Nightingale/dressing up – focus on teaching about FN – hospital comparison *KNOWLEDGE ORGANISORS TO BE INLCUDED IN LYNX*	Mary Seacole – comparison between nurses *KNOWLEDGE ORGANISORS TO BE INLCUDED IN LYNX*	Key events –time line Time period 1066 – when – who was king Time line of key events learnt about *KNOWLEDGE ORGANISORS TO BE INLCUDED IN LYNX*	The GFL – what happened? Samuel Pepys Time line of events	GFL Comparing Firefighting (taken from sum 1 wk 4 2025)	Sum 1 wk 4 2025 Plague – how people tried to stop the spread compared to now- PPE COVID What was rebuilt after the fire. Look at London landmarks How it ended- what happened next CHRISTOPHER WREN-art
Geography	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Place knowledge - 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 Human and physical geography- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork					
	Crimea – where in the world – the	Where Mary Seacole is from, mapping her	London – location – physical and human			

	journey there – include compass work	journey to England then Crimea include compass work	features- compass baring Look at the features of London, and where the fire was/spread/why			
Art & Design/DT -		Freda Carlo Link to history Observational drawings Florence Famous artist Mary		♣DT - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ♣ Explore and evaluate a range of existing products ♣ Evaluate their ideas and products against design criteria Technical knowledge ♣ Build structures, exploring how they can be made stronger, stiffer and more stable ♣ Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products ART- ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		
Activities DT					Tudor house – tile roof Tudor house - design in the tudor style with black strips	Finish the houses Evaluate the models
ART				Create fire background using a colour wash	Cut out silhouettes of houses in black paper to put on the backgrounds. Use media to create flames	Christopher Wren – observation drawing St Pauls
Music						
Activities	Music Vocab lesson		Compose music for jack and the beanstalk	London's Burning – Learn to sing in a round	London's Burning – Adding tuned instruments	
RE			Why has the Coventry Blitz shaped Christian worldviews locally and globally?			

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Activities	Dr. Banardo- linked to Victorians – what he did for children and why	Mother Theresa - – what did they do –	If Jesus is the son of God what does that mean for those with Christian Worldviews?	Is Jesus important for people who aren't Christians?	What happened in the Coventry in the past that is still important today?	How can a symbol of destruction become a sign of peace?
RHE	Home Safety	*Scooter Safety*	Railway Safety	No Outsiders – communication Story – What the Jackdaw saw	Being clean, cleaning teeth and bodies.	Drugs and alcohol what do we put in our bodies
Homework	English – nurses Maths - money Spellings - who, whole, busy, water again, darkness, sadness, softness	English – Mary Seacole Maths - time Spellings – money Mr Mrs parents Christmas half silliness bossiness	English – reading Maths – missing number calculations Spellings - poor kind because child children wait new hole	English – reading comprehension Maths – symmetry/time Spellings - wild climb most only both middle, purple, handle	English – London landmarks Maths – maths mat Spellings - every great beautiful pretty signal animal capital festival	English – castle visits Maths – Purple Mash Spellings - father hour move sure sugar eye worse world

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