Subject	Overview of learning objectives
Humanities	• To understand compass directions and locational and directional language • To compare London features to features of other capital cities around the world. • To use world maps, atlases and globes to identify the continents of the world. • To use world maps, atlases and globes to identify oceans of the world. • To research Florence Nightingale • To research Edith Cavell • To research Mary Seacole • To explain the significance of Florence Nightingale, Mary Seacole and Edith Cavell and make comparisons. • To explain why our school houses have been named after Emmeline Pankhurst and Edith Cavell
RPS	**RE** Enquiry based learning: **World view (religion) – Christianity** • Enquiry 1: Is it possible to be kind to everyone all of the time? • Theme: Jesus' example as the Son of God. • Enquiry 2: Why do Christians believe God gave Jesus to the world? • Theme: Christmas – Jesus as a gift from God (incarnation). **PSHE** • To identify hopes and fears • To understand why we have rules • To explore ways to make new friends • To understand how we grow and change from being a baby • To learn about medicine safety • To identify the members of families and the different relationships with them • To explore that bullying can be about differences and how to respond to bullying • To explore rewards and consequences
Music	• Listening to, appraising, improvising and recording tunes from different genres • Exploring dynamics and tempo understanding how these are notated • Making simple accompaniments. Singing against other voices • Collective singing including rehearsing for assemblies and the Christmas Christingle service • Start learning songs for the Y2 production next term
Computing	• Look at how computers communicate

	• Understand and use basic Binary features • Link Binary code to closed questions • Create opportunities to sorted 'groups' using Binary principles • Gain independence with the toolkit of Scratch • Experiment with motion, looks and events blocks • Understand that instructions are the same as algorithms • Identify how basic programs work • Identify why basic programs are not working • Create sprites • Create backgrounds • Create basic programs using motion, look and events
Art	• To design and make their own superhero mask (to protect their identity!) • Learn how to do a running stitch, weave paper and understand onomatopoeia words via the art of Roy Lichtenstein.
P.E.	• To identify different muscle groups and how to exercise them • To experience Circuit Training • To develop your personal stamina through running • To understand the positive effects of exercise on your body • To compete in a competitive cross-country event
Languages	Spanish • To recap basic personal information • To understand and respond to classroom instructions • To describe classroom equipment • To learn and consolidate numbers 1-20 • To learn about Spanish Christmas traditions