

Year group: 2

|                              | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|------------------------------|--|---|---|---|---|---|
| <b>Maths</b>                 | Number: Place value<br>Number: Addition and Subtraction<br>Statistics  | Number: Addition and Subtraction<br>Measurement: Money<br>Number:<br>Multiplication and Division  | Number:<br>Multiplication and Division<br>Statistics<br>Geometry: Properties of Shapes  | Number: Fractions   | Measurement: Height and Length<br>Geometry: Position and Direction<br>Measurement: Time<br>Measurement: Capacity, Volume and Temperature. | Measurement: Mass, Capacity and Temperature<br>Consolidation and investigation  |
| <b>English</b>               | <ul style="list-style-type: none"> <li>BFG Narrative Appreciation - Whole School Unit</li> <li>Stories by the Same Author</li> </ul>     | <ul style="list-style-type: none"> <li>Non-Chronological Reports</li> <li>Recounts (Diaries)</li> </ul>   | <ul style="list-style-type: none"> <li>Persuasion (adverts)</li> <li>Concrete / Shape poems</li> </ul>  | Adventure Stories   | <ul style="list-style-type: none"> <li>Myths and Fables</li> <li>Poetry Appreciation / Performance - Allan Alberg</li> </ul>              | <ul style="list-style-type: none"> <li>Non-chronological Report</li> <li>Classic Poetry - The Owl and the Pussycat</li> </ul> |
| <b>Reading comprehension</b> | <ul style="list-style-type: none"> <li>Remembrance Day: Why we remember - Cally Finsbury</li> <li>Flo Somme - Hilary Robinson</li> </ul> | <ul style="list-style-type: none"> <li>How to Catch a Star - Oliver Jeffers</li> <li>The Way Back Home - Oliver Jeffers</li> <li>Zoom, zoom, zoom (poem)</li> </ul> | <ul style="list-style-type: none"> <li>How the Zebra Got It's Stripes - Justine Fontes</li> <li>Katie in London/ Scotland - James Mayhew</li> </ul> | <ul style="list-style-type: none"> <li>Fantastic Mr Fox - Roald Dahl</li> </ul> | Katie and the Dinosaurs - James Mayhew  | <ul style="list-style-type: none"> <li>The Dinosaur Diaries - Julia Donaldson</li> </ul>                                      |
| <b>Science</b>               | Living things and their habitats   | Animals including humans  | Living things and their habitats (2)  | Uses of Everyday Materials  | Animals including humans (2)  | Plants  |

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| <b>Topic</b><br><b>Super start/finish</b> | Fundraising for the Royal British Legion<br><br>Wonder Dome workshop<br><br>Children to cook a savoury dish from one of the continents studied.  |  | To be weather reporters using the green screen.  |   | Archaeologists for the day.<br><br>Receive a postcard from Zambia.   |  | Pr<br>Z |
| <b>History</b>                            | <b><u>In Flanders Field- Remembrance Day</u></b><br>To understand the significance of the poppy.   | <b><u>To Infinity and Beyond</u></b><br>To understand what the Space Race was and which countries were involved. |  | <b><u>Deadly Dinosaurs</u></b><br><br>• To recognise how we know about dinosaurs - through fossils and bones etc. |  |  |         |
| <b>Geography</b>                          | <b><u>Continents and oceans.</u></b><br>Children learn where they live in relation to the wider world.   |  | <b><u>Hot and cold places.</u></b><br>Children learn about the hot and cold places of the world and the features of these places.    |   | <b><u>Mugumareno Village, Zambia</u></b><br>Children study identify where Zambia is and what it might be like to live there. |  |         |
| <b>Computing</b>                          | <b><u>Computer Science</u></b>   | <b><u>Computer Science</u></b>   | <b><u>Data Handling</u></b>  | <b><u>Information Literacy</u></b>  | <b><u>Media</u></b>  | <b><u>Media</u></b>  |         |
| <b>Online Safety</b>                      | At the start of every unit children will taught SMART rules.<br>Children will be taught how to act responsibly when in the virtual world. They will know that passwords and personal details should only be shared with a trusted adult they know. |  |  |   |  |  |         |
| <b>Music</b>                              | <b><u>Autumn 1 - hands feet heart</u></b>  | <b><u>Autumn 2 - ho Ho ho</u></b>  | <b><u>Spring 1 - I want to play in a band</u></b>  | <b><u>Spring 2 - zooland</u></b>  | <b><u>Summer 1 - friendship song</u></b>   | <b><u>Summer 2 - reflect, rewind and replay</u></b>        |         |
| <b>PE</b>                                 | Send and return unit 1<br><br>Send and return unit 2   | Hit, catch and run unit 1<br><br>Hit, catch and run unit 2   | Dance 1<br><br>Gymnastics 1  | Dance 2<br><br>Gymnastics 2   | Attack, defend and shoot unit 1<br><br>Attack, defend and shoot unit 2   | Run, jump , throw unit 1<br><br>Run, jump and throw unit 2 |         |
| <b>Art and Design</b>                     | <b><u>Artist study: Vincent Van Gogh</u></b><br><b><u>Painting</u></b><br><b><u>Drawing</u></b><br><b><u>Sculpture</u></b><br><b><u>Textiles</u></b>   | <b><u>Drawing</u></b><br><b><u>Impressed printing.</u></b><br><b><u>Sculpture</u></b>                            | <b><u>Collage/Drawing</u></b><br><b><u>Textiles</u></b><br><b><u>Drawing</u></b><br><b><u>Artist studies: Yves Saint Laurent</u></b> |   | <b><u>Sculpture (DT link)</u></b><br><b><u>Drawing</u></b><br><b><u>Relief printing</u></b><br><b><u>Drawing</u></b>         |  |         |

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| <b>Design and Technology</b>       | Children to sew their own poppy badge.<br><b>Sew using a <u>running stitch</u> to join the materials.</b>  | Children to design, make and evaluate a space moving buggy using wheels and axles.              | Children to cook a savoury dish from one of the continents studied.   | Children to follow basic design criteria to create a 3D landmark from one of the continents studied. They will <b><u>design, make and evaluate</u></b> their landmark. | Children to create a desert/smoothie using fruits from around the world   | <b>History link: <u>Deadly dinosaurs.</u></b><br><br>Sew using a <u>running stitch</u> to join the materials and add stuffing. |
| <b>RE</b>                          | <b><u>Deep Question: Can you tell what somebody believes by what they look like?</u></b><br><br><b><u>Focus Religions</u></b><br>Judaism, Christianity, Sikhism and Islam.   |   | <b><u>Deep Question: What is special to faith communities?</u></b><br><br><b><u>Focus Religions</u></b><br>Hinduism, Buddhism and Sikhism |  | <b><u>Deep Question: How does what believers do show what they believe?</u></b><br><br><b><u>Focus Religions</u></b><br>Islam, Christianity, Atheists/humanists and Sikhism |  |
| <b>PHSE/SMSC</b>                   | <b>Risk</b>  | <b>Health</b>   | <b>Identity</b>   | <b>Economic</b>  | <b>Relationships</b>  | <b>Citizenship</b>   |
| <b>Spanish</b>                     | <ul style="list-style-type: none"> <li>• Revision of earlier topics</li> <li>• Feelings &amp; sensations</li> </ul>  | <ul style="list-style-type: none"> <li>• More colours,</li> <li>• Modes of transport</li> </ul> | <ul style="list-style-type: none"> <li>• Parts of the body</li> <li>• Shapes</li> </ul>   | <ul style="list-style-type: none"> <li>• House &amp; furniture</li> </ul>  | <ul style="list-style-type: none"> <li>• Weather</li> <li>• Wild animals,</li> </ul>  | <ul style="list-style-type: none"> <li>• Feelings</li> <li>• Preferences</li> </ul>  |
| <b>British Values</b>              | <p>Throughout the year, children will be taught about the British Values which are defined as:</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Rule of law</li> <li>• Individual liberty</li> <li>• Mutual respect</li> <li>• Tolerance of those of different faiths and beliefs</li> </ul> <p>These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), Religious Education (RE) and through circle time. The school also takes opportunities to actively promote British Values through our assemblies and they are reinforced in a variety of ways throughout the school day.</p> |   |   |  |   |  |
| <b>Extra-curricular activities</b> | <p>In year 2 some of the extra-curricular activities which are available to them are:</p> <p>Timetable improvement through use of games and interactive software - Timetable Rockstars.<br/>Developing their handwriting skills.</p>   |   |   |  |   |  |