

Year group: 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Number: Place value Number: Addition and Subtraction Statistics	Number: Addition and Subtraction Measurement: Money Number: Multiplication and Division	Number: Multiplication and Division Statistics Geometry: Properties of Shapes	Number: Fractions	Measurement: Height and Length Geometry: Position and Direction Measurement: Time Measurement: Capacity, Volume and Temperature.	Measurement: Mass, Capacity and Temperature Consolidation and investigation
English (inc texts used)	A River Fiction - write a circular story Non-Fiction - write a letter	The Night Gardener Fiction - setting description Non-Fiction - diary writing	The Bog Baby Fiction - finding narrative Non-Fiction - instructions	Grandad's Island Fiction - return narrative Non-Fiction - information	The King Who Banned the Dark Fiction - Non-Fiction -	Rosie Revere Fiction - invention narrative Non-Fiction - explanation
Science	Living things and their habitats -explore and compare the differences between things that are living, dead, and things that have never been alive - 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 and plants, and how they depend on each other	Uses of Everyday Materials -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.	Living things and their habitats (2) - identify and name a variety of plants and animals in their habitats, including microhabitats - describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Animals including humans - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Animals including humans (2) Focus on: Humans, Health + Hygiene (links with looking at traditional food from around the UK/world) - Name different sources of food	Plants <i>Revisit some key learning from Y1 - what can children recall? (This should be brief)</i> - observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature

History	<u>In Flanders Field- Remembrance Day</u> <ul style="list-style-type: none"> To understand the significance of the poppy. Create own poppies. What is Remembrance/ Armistice Day? Recognise why we celebrate Remembrance Day in relation to the world wars. What is being remembered and why? Ensure children understand the significance of the cenotaph. 	<u>To Infinity and Beyond</u> <ul style="list-style-type: none"> To understand what the Space Race was and which countries were involved. Sequencing the moon landing. Design a hotel on the moon? Life and achievements of Neil Armstrong First moon landing - to know when this happened. Recall the famous phrase 'One small step for man, one giant leap for mankind' Tim Peake - recognising why he is significant. What was the benefit of landing on the moon? 	<u>Deadly Dinosaurs</u> <ul style="list-style-type: none"> To recognise how we know about dinosaurs - through fossils and bones etc. Learn some names of dinosaurs and their characteristics. Understand that not all dinosaurs were the same - look at characteristics of different dinosaurs. Consider where dinosaurs lived and what they needed to survive. Note down how some observations about how the world has changed over time. To place periods in time in chronological order on a timeline. To research and learn facts about Mary Anning. To understand why dinosaurs became extinct. 			
Geography	<u>Continents and oceans.</u> Children learn where they live in relation to the wider world. They use maps to locate and name the 7 continents and the 5 oceans. They recognise some human and physical features of the continents.		<u>Hot and cold places.</u> Children learn about the hot and cold places of the world and the features of these places. They will use maps to locate these areas and identify the equator and how this affects a countries weather. They recognise what is similar and different about the places studied.		<u>Mugumareno Village, Zambia</u> Children study identify where Zambia is and what it might be like to live there. They will compare and contrast all aspects of their lives to the lives of people living in the village.	
Computing	<u>Computer Science</u> Children will be given the opportunity to explore and play with programmable devices. They will plan, predict and debug the outcomes of these devices. Children will identify and discuss the benefits of using technology beyond school. <i>E.g. Its role in supermarkets, cinemas, restaurant.</i> <u>Outcome:</u>	<u>Computer Science</u> Children will create their own algorithm to control a sprite. They will learn to plan, predict and debug their algorithm <u>Outcome:</u> Children will plan, create and debugged and algorithm.	<u>Data Handling</u> Children will use technology purposefully to create, organise, store, manipulate and retrieve digital content. <u>Outcome:</u> Children will make a simple block and bar chart. They will also create a branching	<u>Information Literacy</u> Children will learn how to use the internet for an intended purpose. They will be introduced to child friendly search engines and discuss the benefits of using safer search engines. <u>Outcome:</u> Children will be able to name child friendly search	<u>Media</u> Children will write a diary entry using book creator making links to their History/Geography topic. They will combine images, text and sound recordings. Children will learn how to use and edit high quality images in their work.	<u>Media</u> Children will explore adding music and sound effects to a short animation. Children learn to use the green screen to capture and manipulate an image. The children will then learn how to create a

	Children will create and debug and algorithm. Children will be able to identify how technology is used outside school in the wider community.		database using yes/no questions.	engines and use these responsibly to answer locate information.	<u>Outcome:</u> Children create a diary, using book creator, which combines a range of media.	simple animation by sequencing pictures. <u>Outcome:</u> Children will create an animation consisting of a short sequence of pictures and appropriate sounds
Online Safety	At the start of every unit children will taught SMART rules. 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.					
Music	<u>Autumn 1 - hands feet heart</u> This is a six-week Unit of Work. All the learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.	<u>Autumn 2 - ho Ho ho</u> This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Ho Ho Ho - a Christmas song. You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.	<u>Spring 1 - I want to play in a band</u> I Wanna Play In A Band is a Rock song written especially for children. In this song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.	<u>Spring 2 - zooland</u> This is a six-week Unit of Work. All the learning is focused around one song: Zootime. In this song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children learn and/or build on their knowledge and understanding about the interrelated dimensions of music .	<u>Summer 1 - friendship song</u> This is a six-week Unit of Work. All the learning in this unit is focused around one song: Friendship Song. Links with PSHCE	<u>Summer 2 - reflect, rewind and replay</u> Consolidate your learning and perform This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
PE	Send and return unit 1 Be able to track the path of a ball over a net and move towards it	Hit, catch and run unit 1 To developing hitting skills with a variety of bats	Dance 1 Describe and explain how performers can transition and link shapes and balances	Dance 2 Perform using more sophisticated formations as well as an individual	Attack, defend and shoot unit 1 Can send a ball using feet and can receive a ball using feet.	Run, jump , throw unit 1 Develop power, agility, coordination and balance over a variety of activities

	<p>Begin to hit and return a ball using a variety of hand and racquet with some consistency</p> <p>Play modified net/wall games throwing, catching and sending over a net</p> <p>Send and return unit 2</p> <p>Be able to make it difficult for their opponent to score a point</p> <p>Begin to choose specific tactics appropriate to the situation</p> <p>Transfer net/wall skills to volleyball style games</p> <p>Improve agility and coordination and use in a game</p>	<p>Practice feeding/bowling skills</p> <p>Hit and run to score points in games</p> <p>Hit, catch and run unit 2</p> <p>work on a variety of ways to score runs in the different hit, catch, run games</p> <p>Work in teams to field</p> <p>Begin to play the role of wicketkeeper or backstop</p>	<p>Perform basic actions with control and consistency at different speeds and on different levels</p> <p>Challenge themselves to move imaginatively responding to music</p> <p>Work as part of a group to create and perform short movement sequences to music</p> <p>Gymnastics 1</p> <p>Describe and explain how performers can transition and link gymnastic elements</p> <p>Perform with control and consistency basic actions at different speeds and on different levels</p> <p>Challenge themselves to develop strength and flexibility</p> <p>Create and perform a simple sequence that is judged using simple gymnastic scoring</p>	<p>Explore relationships through different dance formations</p> <p>Explain the importance of emotion and feeling in dance</p> <p>Use the stimuli to copy, repeat and create dance actions and motifs</p> <p>Gymnastics 2</p> <p>Develop body management through a range of floor exercises</p> <p>Use core strength to link recognised gymnastics elements, e.g., back support and half twist</p> <p>Attempt to use rhythm while performing a sequence</p>	<p>Refine ways to control bodies and a range of equipment.</p> <p>Recall and link combinations of skills, e.g. dribbling and passing.</p> <p>Attack, defend and shoot unit 2</p> <p>To select and apply a small range of simple tactics</p> <p>Recognise good quality in self and others</p> <p>To work with others to build basic attacking play</p>	<p>Can throw and handle a variety of objects including quoits, beanbags, balls, hoops</p> <p>Can negotiate obstacles showing increased control of body and limb</p> <p>Run, jump and throw unit 2</p> <p>Improve running and jumping movements, work for sustained periods of time</p> <p>Reflect on activities and make connections between a healthy active lifestyle</p> <p>Experience and improve on jumping for distance and height</p>
<p>Art and Design</p>	<p><i>History link: Remembrance day</i></p> <p>Artist study: Vincent Van Gogh Children will create their own artwork inspired by Vincent Van</p>	<p><i>History link: To infinity and beyond</i></p> <p>Drawing: Children to create a simple space themed</p>	<p><i>Geography link: Continents</i> <i>Special days: Mothers day</i> <i>Reading: World book day</i></p> <p>Collage/Drawing: Children use different techniques such as tearing, crumpling and folding to create a</p>		<p><i>DT link: Strengthening structures</i> <i>History link: Deadly Dinosaurs</i> <i>Science Link: Plants</i></p> <p>Sculpture (DT link): Children will create a dinosaur model using different materials</p>	

	<p>Gogh's 'Field of Poppies' using oil pastels.</p> <p>Painting: Children will use brush strokes carefully to create their own pigeon paintings.</p> <p>Drawing: Children will draw a portrait of Khudadad Khan using charcoal to add tone. (<i>First Muslim soldier to receive an award</i>)</p> <p>Sculpture: Children to create clay poppies using the score, slip, smooth method to join clay.</p> <p>Textiles: Children will practise doing a running stitch on Binca and apply this skill to stitching poppies.</p>	<p>picture, following step by step instructions.</p> <p>Impressed printing: Children will create a space impressed printing by imprinting a space background in a foam tile, they are to use this to create a repeated space print.</p> <p>Sculpture: Papier mache planets will be created and children will apply their colour mixing techniques to paint them.</p>	<p>collage inspired by 'A Monkey puzzle' book (World book day). Children practise their drawing skills to stick on to the collage, They will choose from a range of media such as oil pastels, paint, felt tips or crayons for their drawings.</p> <p>Textiles: Children consolidate their running stitch learnt previously. They learn how to do an overstitch to stitch a Mothers Day love heart. Look at a craft maker who works with textiles- suggested Cath Kidson. Link to Science materials topic and discuss crafts makers linked to different materials eg wood, clay, glass etc</p> <p>Drawing: Draw a key landmark from one of the 7 continents. Experiment with tones.</p> <p>Artist studies: Designer Children will study the designs of Yves Saint Laurent, with specific focus on the <i>Mondrian</i> collection.</p>	<p>Drawing: They will have the opportunity to draw a range of dinosaurs and add tone for effect. The drawings will be added to a collaged background, consolidating different techniques taught earlier in the year to create different textures.</p> <p>Relief printing: Cardboard and other materials such a string will be used to create dinosaur printing blocks. Children will use these to create a dinosaur print.</p> <p>Drawing: Children will have the opportunity to apply their learning from science to create observational drawings of plants. (Science link)</p>		
<p>Design and Technology</p>	<p>Autumn 1: History link: Remembrance day.</p> <p>Children to sew their own poppy badge.</p> <p>Sew using a <u>running stitch</u> to join the materials.</p>	<p>Autumn 2: History: Space</p> <p>Technical knowledge: What is an axle? How does it work? What real life objects/machines use them?</p> <p>Children to design, make and evaluate a space moving buggy using wheels and axles.</p> <p>Key inventor/invention <i>Karl Benz- Inventor of the first practical automobile (look at car designs - link to axels)</i></p>	<p>Geography link: Continents.</p> <p>Children to cook a savoury dish from one of the continents studied. Children to learn about where the ingredients were caught, reared or farmed.</p> <p>Science link Food hygiene and the importance of eating the right amounts of different types of food.</p>	<p>Geography link: Continents.</p> <p>Children to follow basic design criteria to create a 3D landmark from one of the continents studied. They will design, make and evaluate their landmark.</p> <p>Focus: Technical knowledge children to use reinforcements and stiffen the materials used in their model</p>	<p>Science link: Healthy eating</p> <p>Children to create a desert/smoothie using fruits from around the world</p> <p>Science link: Looking at traditional food from around the UK/world and name different sources of food. Discussing balanced diets and which foods are healthy and unhealthy.</p>	<p>History link: <u>Deadly dinosaurs.</u></p> <p>Revisiting skills: Children to sew their own dinosaur hanging decoration.</p> <p>Sew using a <u>running stitch</u> to join the materials and add stuffing.</p>

		<p><i>How have automobiles changed over time?</i></p> <p>Science link: Children describe the importance eating the right amounts of different types of food, and the importance of hygiene when preparing food.</p>				
RE	<u>Deep Question:</u>	<u>Deep Question:</u>	<u>Deep Question:</u>	<u>Deep Question:</u>	<u>Deep Question:</u>	<u>Deep Question:</u>
PHSE/SMSC	<p>Risk The children will understand ways of keeping physically and emotionally safe including on-line safety.</p> <p>They will learn the difference between secrets and surprises.</p> <p>They will learn how to respond safely and appropriately to adults they may encounter-including Stranger danger and online.</p>	<p>Health The children will understand the importance of health and how to maintain personal hygiene.</p> <p>They will understand the safe use of medicines and about people who look after them.</p> <p>The children will recognise good and not so good feelings.</p>	<p>Identity The children will understand the process of growing from young to old and how people's needs change.</p> <p>They will learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>The children will learn the names of the main parts of the body.</p>	<p>Economic The children will learn about the role money plays in their own and lives of others.</p> <p>They will learn about enterprise and the skills that can make someone 'enterprising.'</p>	<p>Relationships The children will learn about different types of bullying the impact of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>They will recognise that people's bodies and feelings can be hurt.</p>	<p>Citizenship The children will learn to recognise that they belong to various groups and communities e.g. family & school.</p> <p>They will understand that people & other living things have needs and that they have responsibilities to meet them.</p>
Spanish	<ul style="list-style-type: none"> • Revision of earlier topics • Feelings & sensations <p><u>Concepts:</u> communication fluency pronunciation intonation</p>	<ul style="list-style-type: none"> • More colours, • Modes of transport <p><u>Concepts:</u> pronunciation intonation</p>	<ul style="list-style-type: none"> • Parts of the body • Shapes <p><u>Concepts:</u> pronunciation intonation</p>	<ul style="list-style-type: none"> • House & furniture <p><u>Concepts:</u> pronunciation intonation</p>	<ul style="list-style-type: none"> • Weather • Wild animals, <p><u>Concepts:</u> pronunciation intonation</p>	<ul style="list-style-type: none"> • Feelings • Preferences <p><u>Concepts:</u> communication fluency pronunciation intonation</p>
British Values	<p>Throughout the year, children will be taught about the British Values which are defined as:</p> <ul style="list-style-type: none"> • Democracy • Rule of law • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs 					

	<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>
--	--