



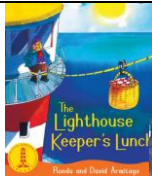
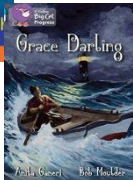


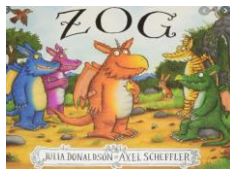
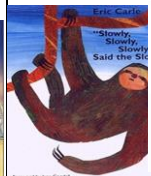
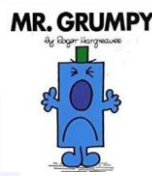

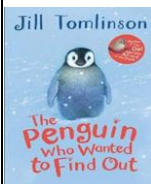

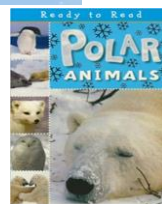
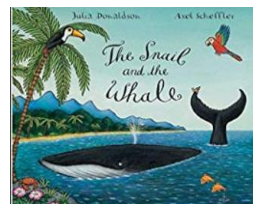
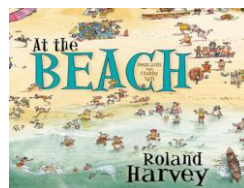
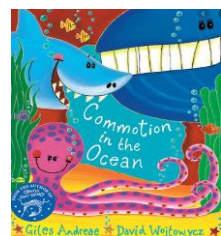
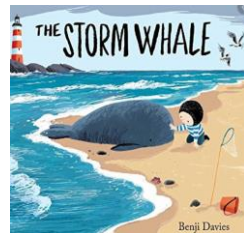
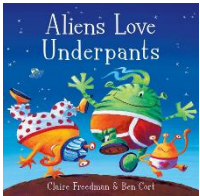







| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------|---|---|--|---|--|---|
| Theme |  Grace Darling |  Florence Nightingale | Extreme Weather  | The Seaside  | | |
| Curriculum Link | History | History | Geography | | Geography/ History | |
| Breadth | Why are Grace Darling and Florence Nightingale significant people from the past? | | How do weather conditions in the rainforest and the polar regions compare to weather in the UK? | | How are seaside holidays in the past different from today? | |
| Core Text (s) |   |    |    |    |   |   |
| | Lighthouse Keeper's Lunch – Ronda and David Armitage Grace Darling - (Big Cat) | Florence Nightingale – Lucy Letherbridge Zog – Julia Donaldson Oliver Jeffers – Lost and Found | Slowly, Slowly, Slowly said the Sloth – Eric Carle Mr Grumpy – Roger Hargreaves. Rainforests – (Usborne) | The penguin who wanted to Find Out – Jill Tomlinson The Smartest Giant in Town – Julia Donaldson Polar Animals – (Ready to Read) | The Snail and the Whale – Julia Donaldson At the Beach – Roland Harvey | Commotion in the Ocean – Giles Andreae Storm Whale - Benji Davies |
| English | Retelling the story The Lighthouse Keeper's Lunch. Alternative endings for The Lighthouse Keeper's lunch. Instructions how to make a sandwich. Non chronological reports – Grace Darling | Acrostic Poems about the sea. Diary entries based on Lost and Found. Non – chronological reports on Florence Nightingale Characters descriptions about characters from Zog | Mr Men alternative stories Non chronological report – Rainforests. Descriptions and poetry about the rainforest. | Letters based on The Smartest Giant in Town Instructions – 'How to survive in the Artic' Stories about penguins. | Diary Entries based on The Snail and the Whale. Non- chronological reports about the seaside. | Poems based on animals and the sea. Stories and descriptions based around the seaside. |

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| Maths | <p>Place Value up to 100. Comparing and ordering numbers. Counting in 2's,5's and 10's.</p> <p>Addition and subtraction B Bonds to 20 and 100, add and subtract 2 digit to 2 digit numbers.</p> | <p>Money Counting, in pence and pounds, notes and coins, making, comparing, finding the total and difference and giving change.</p> <p>Multiplication and division Making equal groups by sharing and grouping of 2's, 5's and 10's, odd and even numbers.</p> | <p>Multiplication and division Making equal groups by sharing and grouping of 2's, 5's and 10's, odd and even numbers.</p> <p>Statistics Tally charts, pictograms and block diagrams.</p> <p>Shape Lines of symmetry, making patterns, edges, faces, vertices of 2D and 3D shapes.</p> | <p>Fractions Find half, quarter, thirds, count in fractions.</p> <p>Length and Height Measure, compare and order lengths in M and CM. Use all four operations learnt so far.</p> <p>Position and movement Describe movements, turns and make patterns.</p> | <p>Time O'clock, half past, quarter to and past, telling the time to 5 minutes, hours in a day.</p> <p>Mass, capacity and temperature Compare mass in G and K and compare capacity in ML and L.</p> | Consolidate learning from throughout the year in the form of problem solving and reasoning activities. |
| Science | <p>Materials The children will identify everyday materials and compare their suitability for different purposes. The children will then explore how the recycling process can help to reuse some materials.</p> | <p>Animals, including humans The children will learn what the basic needs are for animals and humans. They will look at the lifecycle of a human and an animal. The children will learn about the effect of exercise on the body.</p> | <p>Living things and their habitats The children will learn to identify things which are living, dead or things that have never been alive. They will make observations of a local habitat and the animals that live there.</p> | | <p>Plants The children will learn about the different parts of a plant and what makes plants grow. The children will grow their own plants and observe changes over time.</p> | |
| Writing focus | Extended Write: Write a non-chronological report about recycling. | Extended Write: Write a descriptive piece of writing about their favourite food. | Extended Write: <div><div>1. Write a non-chronological report about an animal and their habitat.</div><div>2. Write a letter to Mr Iglesias about a habitat that we need to improve around school.</div></div> | | Extended Write: <div><div>1. Write a set of instructions for how to grow a bean.</div><div>2. Create a leaflet about different plants and trees.</div></div> | |
| Investigative Science – Focus question? | <p>Can materials change shape? The children will explore squashing, bending, twisting and stretching to change the shape of different everyday materials.</p> | <p>Do children get faster as they get older? The children will set up simple tests to test the theory that children are faster when they are older.</p> | <p>How do polar bears keep warm? The children will explore how polar bears and other artic animals keep warm in freezing temperatures.</p> | | <p>Can seeds grow anywhere? The children will grow seeds in different conditions, investigating it water, light and soil are essential for a plants growth.</p> | |
| DT | <p>Mechanisms Children will investigate wheels and axles. They will design, make and evaluate a moving vehicle for an alien to escape in.</p> <div></div> | | | <p>Food Children will investigate the food groups needed for a healthy, balanced diet. They will design, make and evaluate a fruit kebab for a Mr Man of their choice.</p> <div></div> | <p>Textiles Children will learn how to thread a needle and complete a simple running stitch. They will design, make and evaluate a bendy bag.</p> <div></div> | |

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| Art | <p><u>Collage</u></p> <p>Children will combine materials using cutting, tearing and gluing techniques. Sort materials to create texture and use natural materials to create a nature collage.</p>  | | | <p><u>Drawing</u></p> <p>Children will learn to draw lines of different thickness. Use colouring pencils to create shades and tones. Use dots and lines to add texture.</p>  | <p><u>Sculpture</u></p> <p>Children will work with clay to learn techniques such as rolling, moulding and carving. Use paper and card to combine shapes and create sculptures.</p>  | |
| History | <p>Grace Darling</p> <p>The children will learn about the early life of Grace Darling and the events that made her famous.</p> | <p>Florence Nightingale</p> <p>The children will learn about the life and work of Florence Nightingale. The children will also learn about the impact Florence has on healthcare today. The children will also compare the life and work of Florence Nightingale and Grace Darling.</p> | | | | <p>Seaside holidays in the past</p> <p>The children will explore what seaside holidays were like in the Victorian times and compare this to their own experiences of seaside holidays.</p> |
| Writing focus | <p>Extended Write: Write a letter to the Duke of Northumberland.</p> | <p>Extended Write: Write a diary of Florence Nightingale's first day in Crimea.</p> | | | | <p>Extended Write: Write a post card in role as a Victorian child on holiday at the seaside.</p> |
| Geography | | | <p>Extreme Weather</p> <p>The children will identify seasonal and daily weather patterns in the UK and other parts of the world which experience contrasting weather.</p> | <p>Extreme Weather</p> <p>The children will research extreme weather such as localised flooding and snowstorms.</p> | <p>Seaside Holidays</p> <p>The children will use a map to locate key seaside towns around the UK. They will explore the physical geography of a seaside town.</p> | |
| Writing focus | | | <p>Extended Write: Write a postcard home from the rainforest.</p> | <p>Extended Write: Write a newspaper report about an extreme weather event.</p> | <p>Extended Write: Create a leaflet persuading people to visit a seaside town in the UK.</p> | |

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| Computing | We are astronauts Understanding algorithms as series of instructions. Predicting what simple programmes will do. Debugging errors in programs. | We are games testers Describe how computer games work. Think critically about computer games and their uses. | We are photographers Using a digital camera. Editing and enhancing photographs. | We are researchers Developing research skills through searching for information on the internet. | We are detectives Understanding emails can be used to communicate. | We are zoologists Collecting data using tick lists and tally charts. Using simple charting software to produce basic charts. |
| E - safety | Digital footprints Looking at how much information we can find out about a person online. | You be the Judge Identifying appropriate/ inappropriate websites for children. | Keywords Finding information using keywords. | Rate and review Reviewing websites and their contents. | Being kind online Identifying cyberbullying. | Cyber snakes and ladders Consolidation of all online safety taught throughout the year. |
| Music | Songs from the Past I can identify the beat of a tune. I can sing accurately and follow a melody imitating change in pitch. | Christmas I can sing accurately and follow a melody imitating change in pitch. | Sounds of the rainforest I can follow instructions and know when to sing or play an instrument. I can identify changes in pitch (high/low), tempo (speed) and dynamics (volume). I can choose sounds and sequence them to create an overall effect. | Sounds of the Artic I can follow instructions and know when to sing or play an instrument. I can identify changes in pitch (high/low), tempo (speed) and dynamics (volume). | At the Seaside I can use symbols to represent composition. I can choose sounds and sequence them to create an overall effect. I can create a mixture of different sounds (long, short, loud, quiet, high, low). I can sing accurately and follow a melody imitating change in pitch. | Commotion in the ocean I can use symbols to represent composition. I can choose sounds and sequence them to create an overall effect. I can create a mixture of different sounds (long, short, loud, quiet, high, low). I can sing accurately and follow a melody imitating change in pitch. |
| PE and Sport | Football children will dribble, pass and collect a ball. Class teacher led | Gymnastics Balancing and making shapes - including using large apparatus. Children develop safe practise in the PE environment. Jumping, bouncing and skipping Children will explore using small apparatus and movement - bounce a ball on the spot with control. Children think about what is happening to the body and the need for warm up and cool down. Mrs Lowe | Multi skills Children explore team games using throwing and catching skills. Dance Extreme weather Children develop imaginative ideas based on extreme weather, choosing and linking them to create a phrase which fits the accompaniment. Mrs Lowe | Dance Wizard of Oz children develop dramatic dance ideas based on the characters in the film and showing a variety of speed, direction and level of movements. Children begin to discuss their own and each other's performance. Class teacher led | Treasure Hunting Children explore orienteering skills using points of the compass. Class teacher led | Gymnastics Rocking and rolling. Children develop rolling skills and perform basic shapes. Children will create and perform a short sequence linking basic actions with a clear beginning, middle and end. Striking and fielding Children develop throwing, catching and batting skills including playing a throw-catch rallying game. Mrs Lowe |

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| RE | How can we make good choices? Children explore how people face moral choices and why rules are important. Children then study some moral codes from different religions. (Ten Commandments and Five Pillars) | How is new life welcomed? Children learn how babies are welcomed into families. They study some initiation rites such as, infant baptism and aqiqah. | What did Jesus teach and how did he live? Children will explore stories from the life and teaching of Jesus and reflect on the messages within these stories. | How and why do people pray? Children will be introduced to how Christians and Muslim pray. Children will develop an understanding of the importance of prayer to those who belong to that religion. | How can we look after the planet? Children will consider the ways in which religious and non-religious individuals and organisations show care and concern for the planet. |
| Writing focus | Extended Write: Create a leaflet welcoming a new person to the class. | Extended Write: Retell the nativity story. | Extended Write: 1. Retell a s story that Jesus tod. 2. Write a story that has a message in it. | Extended Write: Recount of the Mosque visit. | Extended Write: Write a letter to the local MP about the environment. |
| PSHE | Friendships Children explore friendships and people who are special to them. They will discuss ways to make friends, who can help with friendships and role play what to do when things go wrong. | Males, females and families Children will learn about respecting similarities and differences between each other. This includes the biological differences between males and females. Children will develop an understanding of the human lifecycle and will learn that everyone needs to be cared for at different stages in their life. The children will also explore different types of families. | Medicines and me Children learn about why medicines are taken and where they come from, how to stay safe around medicines and develop an understanding of the condition asthma. | Indoors and outdoors Children learn about indoor and outdoor safety, including fire safety and road safety. | What keeps me healthy? Children learn about the importance of physical activity, sleep and rest. They explore who can help us stay healthy and basic hygiene routines. |
| Mindmate lessons | Feeling good and being me Children will recognise strengths and celebrate them. | Friends and family Children will develop an understanding of their behaviour affects others. | Life changes Children focus on exploring the feelings associated with loss. | Strong emotions The children will explore how it feels to be sad or unhappy. | Being the same and being different The children will explore the feeling of empathy; considering other people’s feelings. |
| | | | | | Solving problems (making it better) The children will learn that everyone finds things difficult at times and that is how we learn and improve. |