

Term	Literacy	HISTORY	GEOGRAPHY	SCIENCE	RE	Art	Computing	P.E	Music	DT	Other Events
<p style="text-align: center;"><b>Year 2 - Autumn term 1 – Time Travel (History) 7 weeks</b></p>	<p><b><u>Focus on Great fire of London:</u></b></p> <p>Magic grandad as hook.</p> <p><b><u>Writing Opportunities:</u></b></p> <p>Diary entry – samuel peyps</p> <p>Introduction to great fire of London – magic grandpa</p> <p>Role play – as Samuel Peyps</p> <p>Long ago – setting description</p> <p>Visit to Emergency service museum (Recount)</p> <p>Non-Fiction – fire engines fact file – comparing now and then.</p> <p>Newspaper report on the fire</p> <p><b><u>SPAG opportunities:</u></b></p> <p>Past tense</p> <p>Expanding noun phrases</p> <p>Organisational headings – look at the heading in WAGOLLS</p>	<p>Great Fire of London</p> <ul style="list-style-type: none"> <li>- Events beyond living memory – great fire of London</li> <li>- Significant historical events</li> </ul>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p><b><u>Topic:</u></b> materials</p> <p>To identify and compare the uses of everyday materials, including wood, metal, plastic, glass, brick, rock, rock, paper and cardboard for particular uses.</p> <p>- To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>What are the 'signs of belonging' for Christians and Jewish people?</b></p> <p>What is most important to you and why?</p> <p>Why is God important to Jewish people?</p> <p>Why is family important to Jewish people?</p> <p>What is Shabbat and what can we learn from Shabbat about belonging?</p> <p>Do some people belong to God?</p> <p>What is a baptism?</p> <p>How do people start to belong to Christianity?</p> <p>What is a baptism for and what does it mean?</p> <p>What have we learned from Jews and Christians about belonging?</p>	<p><b><u>Topic:</u></b></p> <ul style="list-style-type: none"> <li>- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>- To design purposeful, functional and appealing products others based on design criteria.</li> </ul> <p><b><u>Activities:</u></b></p> <p>Marbling great fire of London</p> <p>Collage with tissue paper for the background</p> <p>Jan Griffier</p> <p>Osbat – fire paintings</p>		<p><b>Real PE</b></p>	<ul style="list-style-type: none"> <li>- To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>- <b>Charanga</b> Year 2 unit – hands feet heart</li> </ul>	<p>Not taught</p>	<p>Harvest festival</p> <p>Parents evening</p>

	<p><b><u>Texts:</u></b></p> <p><b>Bob – man on the moon</b></p> <p><b><u>Writing Opportunities:</u></b></p> <p>Letter to Neil Armstrong</p> <p>Newspaper report – moon landing</p> <p>Character description</p> <p>Retell of bob the man on the moon</p> <p>Poem man on the moon</p> <p>Instruction – how to look after the moon.</p> <p><b>SPAG opportunities:</b> Commas in a list Expanding noun phrases</p>	<p><b><u>History:</u></b> Space</p> <p>- To find out about changes beyond living memory that are significant globally. – <b>Space race</b></p> <p>- To find out about significant historical events – <b>First landing on the moon</b></p> <p>- To know about the lives of significant individuals in the past who have contributed to international achievements. - <b>Neil Armstrong</b> - <b>First women in space</b></p>	<p><b><u>Geography:</u></b></p> <p>- To use simple compass directions (North, South, East, West) and locational and directional language (e.g. near and far, left and right) to describe the location of features on a map.</p>	<p><b><u>Science:</u></b> Forces</p> <p>- notice that some forces need contact between two objects, - Pupils should observe that most forces direct contact is necessary (for example, opening a door, pushing a swing). <b>(NON-STATUTORY)</b></p>	<p><b><u>R.E</u></b></p> <p><b>How do we say 'thank you' for a beautiful world? Christians, creation and thanksgiving</b></p> <p>Can you ask big questions about the world around you?</p> <p>What does it feel like to create something I am proud of?</p> <p>What stories do Christians tell about the beginning of the earth? What do they believe?</p> <p>If God made the earth how would he feel about it today?</p> <p>Can people thank god for the earth? How?</p> <p>What do people think about where the earth came from?</p> <p>What do we feel about the creation of the world?</p> <p>How do Christians say thankyou for the earth?</p> <p>Can we make a creative response to this work?</p>	<p><b><u>Art:</u></b></p> <p>- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - To generate, develop, model and communicate their ideas through drawing and templates. - To select from and use a range of tools and equipment to perform practical tasks.</p> <p><b>Art – Starry night Van gough Picasso constellations</b></p> <p>Pastels Pen and Ink</p>	<p><b><u>Computing</u></b></p>	<p><b><u>Real P.E</u></b></p>	<p><b><u>Music</u></b></p> <p>- To use their voices expressively and creatively by singing songs and speaking chants and rhymes.(Christmas play)</p> <p>- To experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p><b>Charanga</b> Year 2 – ho ho ho</p>	<p><b><u>DT– Structures</u></b> <b>KAPOW</b></p>	<p><b><u>Other events:</u></b></p> <p>Christmas play</p> <p>Grandparents sing along</p> <p>Christmas fair</p> <p>O track Assessment week</p>
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	<u>Texts:</u>	<u>History:</u>	<u>Geography:</u>	<u>Science:</u> Sound	<u>R.E.</u> <b>Being fair: What can we learn from religious stories?</b>	<u>Art:</u>	<u>Computing</u>	<u>Real PE.</u>	<u>Music</u>	<u>DT</u>	<u>Other events</u>
	<p>The princess and the pea</p> <p><b><u>Writing Opportunities:</u></b></p> <p>Fact file on Queen Victoria</p> <p>Fact file on Queen Elizabeth</p> <p>Non chronological report</p> <p>Letter to the Queen</p> <p>Retell of a familiar story - fairy-tale</p> <p>Write their own fairy-tale story</p> <p><b>SPAG opportunities:</b> Subordination Coordination Apostrophes contraction and possessive Sentence types Organisational headings</p>	<p>- To know about the lives of significant individuals in the past who have contributed to international achievements. <b>Queen victoria</b></p>	<p>use basic geographical vocabulary to refer to:</p> <p>-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>-identify different kinds of sounds</p> <p>- recognise sound travels from source to ear through different mediums</p> <p>-Identify how sounds are made, associating them with something vibrating</p> <p>-find patterns between the volume of a sound and the strength of the vibration</p>	<p>Caring and being cared for: how does it feel?</p> <p>What can stories tell us about caring?</p> <p>Who is a neighbour to me? Learning from a Christian story.</p> <p>Who do we care for, who cares for us? Learning a Muslim story.</p> <p>Who should you care for? Learning a Sikh story</p> <p>Thinking about the weekend in the family: what can we learn from Jewish people?</p> <p>How have some people shown they cared?</p> <p>What did we learn about caring from the music and stories we used?</p>	<p>- To use a range of materials creatively to design and make products.</p> <p>- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>- To find out about the work of an artist.</p> <p>- To explore and evaluate a range of existing products.</p> <p>- To design purposeful, functional and appealing products for others.</p> <p>- To evaluate their ideas and products against design criteria.</p> <p>- To find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines, and making links to their own work.</p> <p><b>Stacey art and Cecil Beaton – portraits of the royals</b></p> <p><b>Hans Holbein – Henry VIII (Collage)</b></p>			<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.( Easter assembly )</p> <p>- To experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p><b>Charanga Year 2 unit - Zootime</b></p>	<p>Make a moving monster (mechanisms)</p>	<p>Easter assembly</p> <p>Parents evening</p> <p>Assessment week</p>



Term	Literacy	HISTORY	GEOGRAPHY	SCIENCE	RE	Art / DT	Computing	P.E	Music	DT	Other events
Year 2 - Summer 1 - The Secret Garden (Science) 6 weeks SATS	<p><b><u>Texts:</u></b></p> <p>The Secret Sky garden</p> <p><b><u>Writing Opportunities:</u></b></p> <p>Setting description</p> <p>Retell – narrative</p> <p>Instructions – how to plant a seed</p> <p>Non – fiction – plant fact file</p> <p>Recount – visit to wentworth woodhouse to look at the gardens?</p> <p><b>SPAG opportunities:</b></p> <p>Expanding noun phrases Imperative verbs Headings Sentence types Organisational headings</p>	Not taught	Not taught	<p><b><u>Topic:</u></b> plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and suitable temperature to grow and stay healthy</p>	<p><b>Symbols of Easter. What does Easter mean to Christians?</b></p> <p>What is new life? What are the signs of new life? What examples of new life and fresh starts can we find? Are there some symbols of new life?</p> <p>How do people celebrate when a new baby is born?</p> <p>What do Christians remember about the Easter story? What symbols and signs help them to remember? Which characters were involved in the Easter story? What happened?</p> <p>How do Christians celebrate Easter?</p> <p>What have you learned about what matters to Christians at Easter? What have you learned about new life?</p>	<p>- To use a range of materials creatively to design and make products.</p> <p>- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>- To build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>- To explore and use mechanisms, e.g. levers, sliders, wheels and axles in their products.</p> <p>- Use the basic principles of a healthy and varied diet to prepare dishes. criteria.</p> <p><b>PICTURE THIS</b></p>		Real P.E	<p>- To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p><b>Charanga – Year 2 – Friendship song</b></p>	Food	Picture this SATS

**Texts:**  
 Great adventurers  
 Big book blue  
 The picture atlas  
 Explorers

**Writing Opportunities:**  
 Fact file of various explorers  
 Diary entry in perspective of an explorer  
 Instructions  
 Retell of an explorers expedition  
 Letter to an explorer – questions  
 Character description - explorer

**SPAG opportunities:**  
 Consolidation of all SPAG taught over the year

**History:**  
 - To know about the lives of significant individuals in the past who have contributed to international achievements.  
**Christopher Columbus**

**Geography:**  
 Understand similarities and differences through studying the human and physical geography of a small area of united kingdom and a small area in a contrasting non-European country

**Science:** animals including humans  
 Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.  
 Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  
 Notice that animals, including humans, have offspring which grow into adults.- **fish and reptiles to be covered as not covered in Y1**

**R.E.**  
**Beginning to learn about Islam**

**Art:**  
 - To use a range of materials creatively to design and make products.  
 - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  
 - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

**Computing**

**Real P.E**

**Music**  
 - To listen with concentration and understanding to a range of high quality and live recorded music.  
**Charanga**  
 Year 2 – rewind and replay

**DT:**  
 Not taught

**Other events**  
 Sports day  
 Summer fair  
 Assessment week  
 Reports  
 Transition