

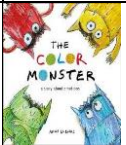
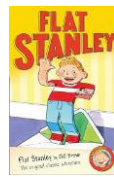




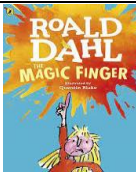
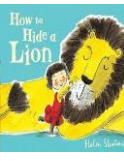
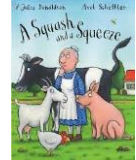
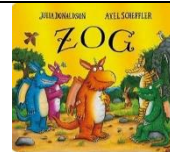
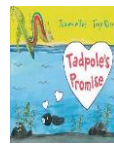

















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YEAR 2		Autumn Term		Spring Term		Summer Term	
Termly breakdown		7 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks
	Writing Stimulus: 	Funnybones by Allan Ahlberg 	 The Colour Monster by Anna Llenas,  Flat Stanley by Jeff Brown,  Catch it (film clip)	 The Day the Crayons Quit by Drew Daywalt,  Meerkat Mail by Emily Gravett,  The Tear Thief by Carol Ann Duffy	 The Magic Finger by Roald Dahl,  How to Hide a Lion by Helen Stephens,  A squash and a squeeze by Julia Donaldson	 Zog by Julia Donaldson  Tadpole's Promise by Jeanne Willis	 Traction Man by Mini Grey,  Monstersaurus by Claire Freedman,  The Clocktower (film clip)
	Writing genres	Place Value of Punctuation and Grammar Narrative	Description Poems Postcard Information text Character description Recount	Persuasive letter Poem Narrative Fact file Character description Instructions	Narrative Argument Newspaper Narrative	Description Narrative Letter	Setting description Narrative Character description Advertisement Description Narrative
	Reading / Phonics	Little Wandle is our validated phonics scheme which is continued into year 2 for those children who need to revisit phase 2-5. Keep up sessions take place for those children that did not pass their phonics screening.					



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<p>Mathematics</p> 	<p>Place Value (4 weeks) Addition and Subtraction (3 weeks)</p>	<p>Addition and Subtraction (2 weeks) Shape (3 weeks) Money (2 weeks)</p>	<p>Multiplication and Division (5 Weeks) Consolidation (1 week)</p>	<p>Length and Height (2 weeks) Mass, Capacity and temperature (3 weeks) Consolidation (1 week)</p>	<p>Fractions (3 weeks) Position and Direction (2 weeks)</p>	<p>Time (3 weeks) Statistics (2 weeks) Consolidation (2 weeks)</p>
<p>Science</p> 	<p> <u>Living Things and their Habitats</u> Habitats</p> <p>Considering the life processes that all living things have in common, pupils classify objects into alive, was once alive or has never been alive. Pupils explore global habitats, naming plants and animals that can be found there. They learn how a</p>	<p> <u>Living Things and their Habitats</u> Microhabitats</p> <p>Developing their understanding of scientific enquiry, pupils learn that scientists use a range of skills to answer questions. They discover that microhabitats provide what minibeasts need to survive and carry</p>	<p> <u>Materials</u> Uses of everyday materials</p> <p>Building on their knowledge of everyday materials and their properties, pupils recognise that materials are suited to specific purposes and explore how actions such as stretching</p>	<p> <u>Animals, Including Humans</u> Lifecycles and Health</p> <p>Studying the life cycles of various animals, children learn what animals need to survive and how they change over time. Pupils collect data that allows them to observe changes in their peers, while also developing their ability</p>	<p> <u>Plants</u> Plant growth</p> <p>Carrying out comparative tests, pupils identify the conditions required for seed germination and compare these to the survival needs of plants in later growth phases. Pupils</p>	<p> <u>Making Connections</u> Plant-based materials</p> <p>Identifying ways to reduce, reuse and recycle, children draw on their knowledge of properties to invent creative uses for old objects. They discover some natural materials</p>



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		<p>range of different living things depend on each other for food or shelter. Pupils explore this further by creating food chains to show the sequence that living things eat each other for energy to grow and stay healthy.</p>	<p>out a survey to find out where different minibeasts live in the school grounds. They practise asking scientific questions and follow a method to investigate which conditions woodlice prefer. Pupils explore the job role of a botanist by identifying flowering plants.</p>	<p>and bending affect the shape of solid objects. They compare the suitability of materials; gather and record data in tables and block graphs and use their results to answer questions. Children also learn about the harmful effects of plastic and explore eco-friendly alternatives.</p>	<p>to take measurements and record data. They consider how scientific knowledge helps people to make healthy choices.</p>	<p>use rulers to measure stem growth and record data in a table. They use their results to conclude that plants need water, light and a suitable temperature to grow and stay healthy. Children identify the stages in a plant's life cycle and discover how humans impact plants in the environment.</p>	<p>derived from plants and look at the processes involved in making paper. Using their observational skills, they conduct simple tests to choose the most suitable material for homemade plant pots, venturing outdoors to find natural materials to decorate them.</p>
Non-Core Subjects	History 	Explorers		The Tudors		Powerful Voices	
	Geography 		Mini Mappers Human and physical geography of local area		The British Isles		Northern Europe



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<p style="text-align: center;">Art</p> 	<p>Craft and design: Map it out</p> <p>Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.</p>		<p>Painting and mixed media: Life in colour</p> <p>Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.</p>		<p>Sculpture and 3D: Clay houses</p> <p>Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.</p>	
 <p style="text-align: center;">D & T</p>		<p>Structures: Baby Bear's Chair</p> <p>Using the tale of Goldilocks and the Three Bears as inspiration, children help Baby Bear by making him a brand new chair. When designing the chair, they consider his needs and what he</p>		<p>Mechanisms: Fairground wheel</p> <p>Designing and creating their own Ferris wheels, considering how the different components fit together so that the wheels rotate and the structures stand freely. Pupils select appropriate materials</p>		<p>Mechanisms: Making a monster</p> <p>After learning the terms; pivot, lever and linkage, children design a monster which will move using a linkage mechanism. Children practise</p>

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		likes and explore ways of building it so that it is strong.		and develop their cutting and joining skills		making linkages of different types and varying the materials they use to bring their monsters to life.
Computing (Purple Mash) Digital literacy Computer Science Information technology 	Unit 2.1 Coding	Unit 2.2 Online Safety Unit 2.5 Effective Searching	Unit 2.3 Spreadsheets	Unit 2.4 Questioning	Unit 3.6 Creating pictures	Unit 2.7 Making music Unit 2.8 Presenting ideas
Music (Charanga) 	Musical Spotlight: Pulse, Rhythm and Pitch Social Question: How Does Music Help Us to Make Friends? SONG 1 Music Is In My Soul Style: Soul SONG 2 Hey Friends! Style: Jazz SONG 3 Hello! Style: Pop	Musical Spotlight: Playing in an Orchestra Social Question: How Does Music Teach Us About the Past? SONG 1 Sparkle In The Sun Style: Jazz SONG 2 Listen To The World Around You Style: Pop SONG 3 The Orchestra Song Style: 20th and	Musical Spotlight: Inventing a Musical Story Social Question: How Does Music Make the World a Better Place? SONG 1 Rainbows Style: Pop SONG 2 Hands, Feet, Heart Style: Kwela SONG 3 All Around The World Style: Pop	Musical Spotlight: Recognising Different Sounds Social Question: How Does Music Teach Us About Our Neighbourhood? SONG 1 Helping Each Other Style: Pop SONG 2 The Music Man Style: Pop/Marching Band SONG 3 Let's Sing Together Style: Gospel	Musical Spotlight: Exploring Improvisation Social Question: How Does Music Make Us Happy? SONG 1 I Wanna Play In A Band Style: Rock SONG 2 Music Is All Around Style: Jazz	Musical Spotlight: Our Big Concert Social Question: How Does Music Teach Us About Looking After Our Planet? SONG 1 The Sunshine Song Style: Pop SONG 2 Four White Horses Style: Calypso

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			21st Century Orchestral			SONG 3 Saying Sorry Style: Calypso	SONG 3 Down By The Bay Style: Reggae
PE (Primary PE) 	Outdoor and Adventurous Activities	FMS: Gymnastics	FMS: Dance (Fire of London)	FMS: Multi-Skills (Target Games)	FMS: Tennis (Net/ Wall Games)	FMS: Ball Skills 7- 12	
	Team Games Rugby FUNdamentals	FMS: Ball Games	Health Related Fitness Pirate Fitness	FMS: Athletic Skills: Indoor Athletics	FMS: Athletic Skills: Athletics	FMS: Kwik Cricket (Striking & Fielding)	
RE 	<u>Why do we need to give thanks?</u> Hindu, Christian, Humanist	<u>What do candles mean to people?</u> Christian, Hindu, Jewish	<u>How do we know some people have a special connection to God?</u> Sikh, Muslim, Christian, Jewish, Hindu	<u>What is a prophet?</u> Christian, Muslim, Jewish, Sikh	<u>How do some people talk to God?</u> Muslim, Jewish, Hindu	<u>Where do some people talk to God?</u> Hindu, Alevi, Muslim, Sikh	
PSHE 	<u>Being Me In My World</u> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	<u>Celebrating Difference</u> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	<u>Dreams and Goals</u> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	<u>Healthy Me</u> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	<u>Relationships</u> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for	<u>Changing Me</u> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness	

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						special relationships	Preparing for transition
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