

Year 2

	Autumn 1	Autumn 2	Spring1	Spring2	Summer 1	Summer 2
Topic	Turrets and Tiaras history		Pirates , Pirates ... geography	science superheroes	down by the sea science and geography	
Trip/visit	castle - leeds castle. lewes castle - arundel castle; bodiam	Christmas Experience - Sparkfish	continents and oceans workshop		lifeboat a in shoreham / newhaven beach at rottingdean	
key texts	-The Boy Who Grew Dragons -Jack and the Beanstalk		-The Night Pirates -The Pirate Cruncher	-Super Daisy -If I Was a Superhero	-Dougal's Deep Sea Diary - The Wind by Christina Rossetti	

<p>English</p>	<p>Non-fiction- Leaflet Produce a factual leaflet about castles</p> <p>Fiction- Narrative- Jack and the Beanstalk Write a narrative for a fairytale</p> <p>Poetry- Shape poems- Knights and Castles theme Children to use shape poems for inspiration to write their own poems based on a knights and castles theme.</p> <p>Grammar focus: Tense (present and past) Verbs and adjectives</p>	<p>Fiction- The boy who grew dragons Diary writing/ Letters/ character description</p> <p>Non-fiction- Instructions Instructions to grow their own beanstalk</p> <p>Poetry Anyone seen my dragon? Rhyme and pattern/poem to perform children to recite and write their own version of the poem</p> <p>Grammar focus: verbs, noun, noun phrases, adjectives, adverbs Suffixes</p>	<p>Fiction Pirate story: The Night Pirates To use the story for inspiration to write their own short story and version</p> <p>Newspaper report use a video stimulus about the capture of Pirate Robin. Children to plan (what, where, when, how) and write a news report about this capture. Children to act out the scene and record on ipads.</p> <p>Grammar focus: noun phrases, adjectives,</p>	<p>Fiction- Super Daisy Character description Comic design/dialogue in a story</p> <p>Non-fiction Create an information book about superheroes</p> <p>Poetry- Contemporary- 'If I was a superhero' children to recite and perform the poem.</p> <p>Grammar focus: commas Subordination co-ordination compounds</p>	<p>Fiction- The Lighthouse Keepers Lunch Writing a real life story: plot development, character description, dialogue, paragraphs and cohesion.</p> <p>Non-Fiction- Persuasive healthy eating letters. Record a persuasive advert promoting a healthy picnic to take to the beach.</p> <p>Poetry- Riddles Children to write riddles about under the sea creatures</p> <p>Non-Fiction- Non-chronological report about 'seaside'</p>	<p>Fiction- Dougal's Deep Sea Diary- sequencing, character study, scene description, diaries and recount.</p> <p>Non-fiction- Explanation text 'How is ice-cream made' children to write an explanation text</p> <p>Instructions Children to write a recipe for a smoothie</p> <p>Poetry- Classic 'The Wind' by Christina Rossetti children to write their own version of the poem</p>
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Maths	Number and place value Addition and subtraction	Multiplication and division	shapes fractions	position and direction	Problem solving and efficient methods investigations	consolidation statistics

			<p>measurement money</p> <p>measurement length and height</p> <p>measurement and time</p>	<p>Mass, capacity and temperature</p>		
<p>Science</p>	<p>Plants; Living things and their habitats observe seeds and bulbs grow into mature plants identify what plants need to survive / be healthy Identify and name living things (plants and animals) and habitats and how habitats provide the basic need for animals Look at habitats including simple food chains and sources of food, Plants · identify and name a variety of common wild and garden plants, including deciduous and evergreen trees · identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Use of everyday materials; Explore differences in materials- Magnets – what are the properties of magnets Materials – which materials are magnetic Sinking and floating- making boats from different materials. Forces and magnets- push, pull, gravity, magnets (magnets working through materials (e.g. cardboard)) ; Comparing magnets Compare materials, properties and suitability for purpose. Changing materials (squash, bend, twist, stretch) Everyday materials · distinguish between an object and the material from which it is made · identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p>	<p>Animals, including humans Basic structure and classification of common plants and animals (amphibians, reptiles, mammals, etc) (carnivores, omnivores, etc) (structure of common animals, (shells, feathers, fur, etc) how do these structures suit and animal to its environment) Draw basic parts of human body and say which part is associated with which sense. Offspring of different animals and growth to adults Basic needs of animals/ humans for survival Importance of exercise. eating right and hygiene for humans Animals, including humans · identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals · identify and name a variety of common animals that are carnivores, herbivores and omnivores · describe and compare the structure of a variety of common animals (fish,</p>			

		<ul style="list-style-type: none"> · describe the simple physical properties of a variety of everyday materials · compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<ul style="list-style-type: none"> · amphibians, reptiles, birds and mammals, including pets) · identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 			
<p>asking simple questions and recognising that they can be answered in different ways ; observing closely, using simple equipment; performing simple tests; identifying and classifying ;using their observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions.</p>						
Computing	<p>We Are Astronauts Programming</p> <ul style="list-style-type: none"> -Planning, writing and testing computer programs for digital devices, from floor turtles to tablets. 	<p>We Are Game Testers Computational thinking</p> <ul style="list-style-type: none"> -Some of the computer science foundations – particularly algorithms, logical reasoning and decomposing problems into smaller parts. 	<p>We Are Detectives Communication and collaboration</p> <ul style="list-style-type: none"> -Making the most of computers and the internet for communicating with one or many, and working together on projects. 	<p>We Are Researchers Computer networks</p> <ul style="list-style-type: none"> -Using and understanding the internet, the web and search engines, effectively and safely. 	<p>We Are Photographers Creativity</p> <ul style="list-style-type: none"> -Creating and refining original content using digital tools across a range of media. 	<p>We Are Zoologists Productivity</p> <ul style="list-style-type: none"> -Collecting and analysing data and information using computers; organising, manipulating and presenting this to an audience.
History	<p>Castles Queen Victoria/ Henry VIII</p> <ul style="list-style-type: none"> -recall some facts about - compare castles and modern homes -identify features of a castle -Create timeline of how houses have changed over time 	<p>real superheroes - Mary Seacole ; grace darling; martha gunn; Nelson Mandela; emily pankhurst</p> <p>Skills</p> <ul style="list-style-type: none"> -Use terminology ‘past’ and ‘present’ when talking about events. 	<p>changes within living memory.... changes within national life History of beaches in the UK</p> <p>Skills</p> <ul style="list-style-type: none"> -Discuss ways in which Historical information is represented. What’s the 			

	<p>Skills</p> <ul style="list-style-type: none"> -Use information to describe and recall events - Look at evidence and explain why people may have acted in that way - Recount the main events from a significant event -Can identify similarities and differences within their topic/event independently -Can independently sequence events on a timeline 	<p>Recall changes in their own lives – Tim Peake, Olympics, World Cup etc.</p> <ul style="list-style-type: none"> -Discuss which events happened first. -Describe objects, people and events from History -Communicate ideas and understanding through writing, drama, drawing, role-play and ICT 	<p>difference between 1918 and 1666 artefacts?</p> <ul style="list-style-type: none"> -Ask questions about the past - Use a range of information to answer questions -Use ICT to research into a specific event - Can understand and give reasons for why they are learning about an event -Can identify information from a range of sources: books, pictures, photos, internet, artefacts, school trips, historical sites, etc -Can identify cause, effects and changes within a period of history/event 	
<p>Geography</p>	<p>Geographical skills – map significant castles in the UK Name , locate UK countries</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>human and Physical features / basic geographical vocabulary – link to Science topic on habitats in summer</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Use basic geographical</p>	<p>Locate the 7 continents and 5 oceans using world maps, atlases and globes.</p> <p>Basic geog vocabulary</p>	<p>human and Physical features / basic geographical vocabulary – link to Science topic on habitats in summer Environment – keeping beaches clean</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff,</p>

	<p>Develop knowledge of the human and physical geography of a small area of the United Kingdom.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.</p>	<p>vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		<p>coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <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>Art</p>	<p>Printing Artist: Warhol;</p>	<p>Painting Skills</p>	<p>Painting/ Drawing Artist: Lichtenstein</p>	<p>Textiles Skills</p>	<p>Sculpture: Artist: Anish Kapoor Paper and card skills</p>	<p>Form</p>

	<p>Environmental prints Overlapping and repeating Printing with objects – press, roll, stamp Digital Media Skills Explore ideas using digital sources i.e. internet, CD-ROMs Record visual information using digital cameras, video recorders Use a simple graphics package to create images and effects with Lines by changing the size of brushes in response to ideas</p>	<p>Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Experiment with tools and techniques e.g. layering, mixing media, scrapping through Name different types of paint and their properties Colour Identify primary colours by name Mix primary shades and tones Texture Create textured paint by adding sand, plaster</p>	<p>Explore different brushes Lines – size/ thickness Textures with dots and lines Printing Skills Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print</p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc Texture Create fabrics by weaving materials i.e. grass through</p>	<p>Mouldable materials 3D Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools</p>	<p>Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form Texture Change the surface of a malleable material e.g. build a textured tile</p>
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	<p>Shapes using eraser, shape and fill tools</p> <p>Colours and Texture using simple filters to manipulate and create images</p> <p>Use basic selection and cropping tools</p>	<p>Design more repetitive patterns</p> <p>Colour</p> <p>Experiment with overprinting motifs and colour</p> <p>Texture</p> <p>Make rubbings to collect textures and patterns</p>	<p>twigs, carrier bags on a bike wheel</p> <p>Create cords and plaits for decoration</p> <p>Colour</p> <p>Apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p>		
DT	<p>structure - how to build a castle - joining different materials what should i make my castle form? how high can i make it.... ?</p> <p>Make and build a shield in groups</p> <p>Make a castle to present in class.</p> <p>Start to generate ideas by drawing on their own and other people's experiences.</p> <p>Begin to develop their design ideas through discussion, observation, drawing and modelling.</p>	<p>finger puppets to tell a story - cabin boy pirate mermaid etc or superheroes.....</p> <p>Make a treasure box</p> <p>Begin to select tools and materials; use correct vocabulary to name and describe them.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>With help measure, cut and score with some accuracy. Learn to use hand tools safely and appropriately.</p>	<p>Mr Grinlings lunch - health eating</p> <p>Make a boat to test on water</p> <p>Make a picnic basket- make a variety of healthy foods out of clay.</p> <p>Understand that all food comes from plants or animals.</p> <p>Know that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Understand how to name and sort foods into the five groups in 'The Eat well plate'</p>		

	<p>Identify a purpose for what they intend to design and make.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p> <p>Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using ICT. Evaluate their work against their design criteria.</p> <p>Look at a range of existing products explain what they like and dislike about products and why.</p>	<p>Start to assemble, join and combine materials in order to make a product.</p> <p>Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques.</p> <p>Start to choose and use appropriate finishing techniques based on own ideas</p> <p>Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>With confidence talk about their ideas, saying what they like and dislike about them.</p>	<p>Know that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Demonstrate how to use techniques such as cutting, peeling and grating.</p>			
<p>PHSE</p>	<p>Money week New Beginnings Managing feelings Self-awareness Empathy Social skills</p> <p>Demonstrate that they can</p>	<p>Getting on and falling out. Say no to bullying. Managing feelings Empathy Social skills</p> <p>Understand simple definitions of</p>	<p>Going for goals Managing feelings Self-awareness</p> <p>Share their views and opinions and reasons for them, and set more challenging goals both short and medium term</p>	<p>Relationships Managing feelings Self-awareness Empathy</p> <p>Recognise and be able to</p>	<p>healthy eating week Changes Managing feelings Self-awareness Empathy</p> <p>Explain ways of keeping clean,</p>	<p>feeling good week Changes Motivation Social Skills Managing feelings</p> <p>Describe more confidently</p>

	<p>identify, name and manage a wider range of feelings and recognise and express with confidence their positive qualities</p> <p>Realise and be able to describe that money comes from different sources and different uses of it</p>	<p>bullying, describe why bullying is wrong and simple strategies for dealing with it and how to help victims</p> <p>Contribute more ideas for rules for the group and classroom, and refer to the rules in the context of their and others' behaviour</p>		<p>describe more confidently choices they can make and the difference between right and wrong</p> <p>Identify, describe with confidence and respect differences and similarities between people and explain a wider range of ways that family and friends should care for one another</p>	<p>name the main parts of the body and describe some of the changes as people grow from young to old and the implications of this</p> <p>Describe more confidently their knowledge of the harmful aspects of some household products and medicines, and ways of keeping safe and ensuring the safety of others in familiar situations</p> <p>Describe what improves and what harms their local, natural and built environments, what can be done and take more</p>	<p>different groups and communities they belong to, including family and school, and contribute actively to the life of the class and school</p>
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					responsibility for looking after them	
RE	What do Christians believe God is like?	Why do Christians call Jesus 'Saviour'? Xmas II: What does the Christmas story tell Christians about Jesus?	Why is the Bible an important book for Christians?	Is prayer important to everyone? Easter II: Why is Easter important to Christians?	Who is Allah, and how do Muslims worship him?	What is important for Muslim families? In what ways is the Mosque special to Muslims?
PE	Gait Skip Jump Spatial awareness Isolated body parts Rolling and trapping Gait Skip Jump 2 Lunge and Leap	Temporal awareness Rhythmical awareness Body shape Catching Lunge and Leap 2 Push and Pull	Cross-lateral movement Directional awareness Levels Levels 2 Releasing	Push and Pull 2 Squat and roll Gallop/ slide Directional awareness 2 Direction Striking and kicking Squat and roll 2	Bend and stretch Cross-lateral/ Directional Directional awareness 3 Dynamics Dynamics 2 Catching	Rotate and balance
Music Charanga	Y2 Recorder sessions	HO HO HO Winter time, festivals and christmas time - creating a performance	Hands, Feet, Heart Music from South Africa, Freedom songs	I Wanna Play in a Band Rock music and movement	Zootime Song structure	Friendship Song Mixed styles