

YEAR 2

YEAR 2	TOPIC(S) / British Value / 50 Things	<p>'SPACE QUEST'</p> <p>British Value Individual Liberty</p> <p>50 Things 31. Receive an award from school 34. Take part in a sporting competition</p>	<p>'FIRE AND ICE'</p> <p>British Value Democracy</p> <p>50 Things 9. Have your writing published in a book 21. Visit the library and listen to story 31. Receive an award from school 34. Take part in a sporting competition</p>	<p>'RISE OF THE ROBOTS'</p> <p>British Value Rule of law</p> <p>50 Things 31. Receive an award from school 34. Take part in a sporting competition</p>	<p>'PLANES, TRAINS AND AUTOMOBILES'</p> <p>British Value Individual Liberty</p> <p>50 Things 8. Dress up for World Book Day 31. Receive an award from school 32 Watch an egg hatch 34. Take part in a sporting competition 49. Read a book somewhere unusual</p>	<p>'HATS, HATS, HATS'</p> <p>British Value Tolerance</p> <p>50 Things 27. Learn to sew a button 31. Receive an award from school 34. Take part in a sporting competition</p>	<p>'PAWS AND CLAWS'</p> <p>British Value Respectful</p> <p>50 Things 12. Learn a new sport 19. Watch a caterpillar turn into a butterfly 31. Receive an award from school 34. Take part in a sporting competition</p>
ENGLISH		<p>READING SPINE 'Man on the Moon' by Simon Bartram</p> <p>WRITING TO ENTERTAIN Descriptions of aliens, space and planets.</p>	<p>READING SPINE 'Vlad and the Great Fire of London' by Kate Cunningham</p> <p>WRITING TO ENTERTAIN Description of the fire. Diary entry for baker 'Disaster' story</p> <p>WRITING POETRY Alliterative Poems (Fire & Flames) <u>Fierce Flames</u></p>	<p>READING SPINE 'Superhero Harry: The Runaway Robot' by Rachel Ruiz</p> <p>WRITING TO INFORM Listing items for the robot Instructions – How does the robot work?</p>	<p>READING SPINE 'Journey' by Aaron Becker</p> <p>WRITING TO ENTERTAIN Story with familiar setting</p> <p>WRITING POETRY Calligram (shape) Poems <u>The Train</u></p>	<p>READING SPINE 'Alice in Wonderland' by Lewis Carrol</p> <p>WRITING TO INFORM Invitation to the party Instructions Recipes Report</p>	<p>READING SPINE 'The Hedgehog' by Dick King Smith</p> <p>WRITING TO ENTERTAIN A day in the life of Story Diary entry for the animals</p> <p>WRITING POETRY Adjective Poems <u>Ice Cream</u> <u>Soccer</u></p>
MATHS		<p>NUMBER: Place Value NUMBER: Addition and Subtraction MEASUREMENT: Money NUMBER: Multiplication and Division</p>		<p>NUMBER: Multiplication and Division STATISTICS GEOMETRY: Properties of Shape NUMBER: Fractions MEASUREMENT: Length and Height</p>		<p>POSITION AND DIRECTION PROBLEM SOLVING AND EFFICIENT METHODS MEASUREMENT: Time MEASUREMENT: Mas, Capacity and Temperature INVESTIGATIONS</p>	
SCIENCE		<p>USE 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.</p>	<p>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.</p>	<p>PLANTS Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>LIVING THINGS AND THEIR ENVIRONMENT 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 Identify and name a variety of plants and animals in their habitats, including micro-habitats 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.</p>			

YEAR 2	PSHE	BEING ME IN MY WORLD Understand the rights and responsibilities for being a member of my class and school.	CELEBRATING DIFFERENCE Identify ways in which my friend is different from me.	CHANGING ME Working cooperatively in a group to create an end product. Explain how it feels to be part of that group.	HEALTHY ME Make a healthy snack and explain why it is good for my body.	RELATIONSHIPS Identify some of the things that cause conflict between my friends and me.	DREAMS AND GOALS Recognise the physical differences between boys and girls and use correct names. Learn to appreciate that these parts of my body are private.
	ART AND DESIGN	PRINTING, COLOUR, DRAWING Imagine the class has discovered a new galaxy. They will need to record their observations to take back to earth. First children can experiment with colour to imaginatively create a planet they have discovered. Collaboratively create a large space-cape to mount planets on. Suggested artists: Chesley Bonestell, Vincent Di Fate Don Dixon	PRINTING, COLOUR, TEXTURE John Hayls's painting of the Great fire of London. Watch clips of fire and try to record the movement of fire. Chose from a range of paints, tools and scales of paper to create a backwash of fire. Draw from observational the local skyline of buildings. Create a silhouette (using paper as a stencil) of the local skyline and place the negative (top) half over the fire painting to create a new version of John Hayls's painting.	FORM, DRAWING Research Theo Jansen sculptures. Design (with a purpose) and make a 3D robot sculpture, using similar constructions methods. Use materials such as paper, wire and straws.	DRAWING, COLOUR Make observational drawings of toy vehicles. Research 1930s/Art Deco travel posters. Use research to design and make a travel poster for Christchurch. Suggested artists: Edmund Maurus Albert Solon Lucien Boucher	TEXTURE, PATTERN Design and make a hat suitable to attend a Mad Hatter's Tea Party. Research current milliners including: Philip Treacey and Jane Taylor Research events such as Ascot, Royal events where such hats are worn. Research hats through the centuries. Link to Design & Technology.	FORM, PATTERN, PRINTING Design and make a clay animal. Once dry, paint white. Research Antoni Gaudi's Trencadis Animals and use to create a design to decorate their clay animals. Children can choose how to apply their designs to their clay animal, deciding whether it is more appropriate to print or paint.
	COMPUTING	PROGRAMMING 2.1 We are astronauts Programming on screen <i>Scratch/Kodu/Scratch Jnr/Pyonkee</i>	COMPUTATIONAL THINKING 2.2 We are game testers Exploring how computer games work <i>Scratch/Screencast-O-Matic/Pyonkee</i>	CREATIVITY 2.3 We are photographers Taking, selecting and editing digital images <i>Picasa/Pixlr.com/Snapseed</i>	COMPUTER NETWORKS 2.4 We are researchers Researching a topic <i>FreeMind/web browser/PowerPoint</i>	COMMUNICATION / COLLABORATION 2.5 We are detectives Communicating clues <i>Email system/Excel/Google Sheets</i>	PRODUCTIVITY 2.6 We are zoologists Recording bug hunt data <i>Excel/Google Sheets/Picasa/Photo Gallery/Snapseed/Google Maps/Google Earth</i>
	DESIGN AND TECHNOLOGY	Autumn 1 2D moving Astronaut Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Evaluate their ideas and products against design criteria Explore and use mechanisms [for example, levers and sliders.		Spring 2 Plan, design and build a vehicle. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Explore and evaluate a range of existing products. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.		Summer 1 Sew a story character hand puppet. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Build structures, exploring how they can be made stronger, stiffer and more stable.	

GEOGRAPHY			To draw aerial view plans. To devise simple map and construct basic symbols in a key. To locate UK in the map. To identify countries and capital of the UK.		To locate continents, countries and oceans. To compare local area to a non-European country. (Children can choose the country).	To use simple fieldwork and observational skills to study the local environment. To use key basic geographical vocabulary: beach, cliff, coast, forest, hill, mountain, sea, ocean, soil, vegetation, season and weather).
	HISTORY	The lives of significant individuals: Neil Armstrong Black history – Mae Jemison, first black female astronaut.	Events beyond living memory Great Fire of London Week Remembrance Week		Changes within living memory: History of transport. How transport has changed in our local area.	
	MUSIC	Hands, Feet, Heart	Ho, Ho, Ho	I Wanna Play in a Band	Zootime	Friendship song
	GYMNASTICS To develop balance, agility and co-ordination in gymnastics.	DANCE To perform dances using simple movement patterns.	GYMNASTICS To develop balance, agility and co-ordination in gymnastics.	DANCE To perform dances using simple movement patterns.	GYMNASTICS To develop balance, agility and co-ordination in gymnastics.	DANCE To perform dances using simple movement patterns.
	GAMES To master basic movements and participate in team games. To develop simple tactics for attacking and defending.		GAMES To master basic movements and participate in team games. To develop simple tactics for attacking and defending.		GAMES To master basic movements and participate in team games. To develop simple tactics for attacking and defending.	
	THEME: What did Jesus teach? KEY QUESTION: Is it possible to be kind to everybody all of the time?	THEME: Christmas – Jesus as a gift from God KEY QUESTION: Why did God give Jesus to the world?	THEME: Prayer at Home KEY QUESTION: Does praying at regular intervals every day help a Muslim in his/her everyday life?	THEME: Easter - Resurrection KEY QUESTION: Is it true that Jesus came back to life again?	THEME: Community and Belonging KEY QUESTION: Does going to the mosque give Muslims a sense of belonging?	THEME: Hajj KEY QUESTION: Does completing Hajj make a person better Muslim?
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