

YEAR TWO							
YEAR TWO	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 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>'WONDERLAND'</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 Character descriptions – aliens Setting descriptions – space and planets Story using a timeline journey sequence.</p>	<p>READING SPINE 'Vlad and the Great Fire of London' by Kate Cunningham</p> <p>WRITING TO ENTERTAIN Setting description – city on fire Diary entries Story with a danger/disaster setting</p> <p>WRITING POETRY Alliterative Poems (Fire & Flames) <u>Fierce Flames</u></p>	<p>READING SPINE 'Boot' by Shane Hegarty</p> <p>WRITING TO INFORM Lists - items for the robot Instructions – How does a robot work?</p>	<p>READING SPINE 'Journey' by Aaron Becker</p> <p>WRITING TO ENTERTAIN Journey Story - 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 ENTERTAIN Character descriptions – Mad Hatter Setting description – tea party Meeting Story</p>	<p>READING SPINE 'The Hedgehog' by Dick King Smith</p> <p>WRITING TO INFORM Non-chronological report – animals Letter – looking after the local area</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</p>		<p>MEASUREMENT: Length and Height GEOMETRY: Position and Direction CONSOLIDATION AND PROBLEM SOLVING MEASUREMENT: Time MEASUREMENT: Mass, Capacity and Temperature CONSOLIDATION</p>	

SCIENCE	<p>USE OF EVERYDAY MATERIALS</p> <p>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>LET'S GO SCIENCE TRAIL – Use Our Senses (Touch)</p> <p>SCIENTIST – Mae Jemison</p>		<p>ANIMALS, INCLUDING HUMANS</p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>LET'S GO SCIENCE TRAIL – Living and Non-Living</p>		<p>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 a suitable temperature to grow and stay healthy.</p> <p>LIVING THINGS AND THEIR ENVIRONMENT</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>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> <p>LET'S GO SCIENCE TRAIL – Plant Diversity</p>		
	PSHE	<p>BEING ME IN MY WORLD</p> <p>Understand the rights and responsibilities for being a member of my class and school.</p>	<p>CELEBRATING DIFFERENCE</p> <p>Identify ways in which my friend is different from me.</p>	<p>DREAMS AND GOALS</p> <p>Working cooperatively in a group to create an end product. Explain how it feels to be part of that group.</p>	<p>HEALTHY ME</p> <p>Make a healthy snack and explain why it is good for my body.</p>	<p>RELATIONSHIPS</p> <p>Identify some of the things that cause conflict between my friends and me.</p>	<p>CHANGING ME</p> <p>Recognise the physical differences between boys and girls and use correct names. Learn to appreciate that these parts of my body are private.</p>
		ART AND DESIGN	<p>COLOUR, DRAWING</p> <p>Experiment with colour and create a space landscape, inspired and influenced by research on Science Fiction artists: Chesley Bonestell, Vincent Di Fate and Don Dixon.</p> <p>Potential to work collaboratively on a whole class space landscape with contributions of vehicles, plants and a background of galaxies and stars.</p>		<p>FORM, DRAWING</p> <p>Research Theo Jansen sculptures.</p> <p>Design (with a purpose) and make a 3D robot sculpture, using similar constructions methods. Use materials such as paper, wire and straws.</p>		

YEAR TWO	COMPUTING	<p>DIGITAL LITERACY Online Safety</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>INFORMATION TECHNOLOGY Computer Art</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>COMPUTER SCIENCE Preparing for turtle/logo</p> <p>Understand what algorithms are, and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p>	<p>DIGITAL LITERACY Using the Internet</p> <p>To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies</p>	<p>INFORMATION TECHNOLOGY Presentation Skills</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>COMPUTER SCIENCE Programming turtle/logo</p> <p>Understand what algorithms are; and that programs execute by following precise and ambiguous instructions.</p> <p>Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs</p>
	DESIGN AND TECHNOLOGY	<p>(Fire of London) Baking bread</p> <p>Measure or weigh using measuring cups or electronic scales.</p> <p>Learn 'rubbing in' method found in many recipes.</p> <p>Sort foods into the 5 groups using The Eat Well Plate.</p> <p>Identify that people should eat at least 5 portions of fruit and vegetables a day.</p>		<p>(Planes, Trains and Automobiles) Plan, design and build a vehicle.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Explore and evaluate a range of existing products.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		<p>(Hats, Hats, Hats) Sew a story character hand puppet.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Explore and evaluate a range of existing products.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	
	GEOGRAPHY			<p>To draw aerial view plans.</p> <p>To devise simple map and construct basic symbols in a key.</p> <p>To locate UK in the map. To identify countries and capital of the UK.</p>		<p>To locate continents, countries and oceans.</p> <p>To compare local area to a non-European country. (Children can choose the country).</p>	<p>To use simple fieldwork and observational skills to study the local environment.</p> <p>To use key basic geographical vocabulary: beach, cliff, coast, forest, hill, mountain, sea, ocean, soil, vegetation, season and weather.)</p>

	HISTORY	<p>The lives of significant individuals: Neil Armstrong</p> <p>Black history – Mae Jemison, first black female astronaut.</p>	<p>Events beyond living memory Great Fire of London</p> <p>Remembrance Week</p>		<p>Changes within living memory: History of transport.</p> <p>How transport has changed in our local area.</p>		
	MUSIC	<p>Hands, Feet, Heart</p> <p>Listening to South African music. Singing, playing instruments, improvising and composing linked to the song.</p>	<p>Ho, Ho, Ho</p> <p>Listening to Big Band Christmas music. Singing, playing instruments, improvising and composing linked to the song.</p> <p>Christmas Nativity</p>	<p>I Wanna Play in a Band</p> <p>Listening to Rock music. Singing and playing together in an ensemble</p>	<p>Zootime</p> <p>Listening to Reggae music. Singing, playing instruments, improvising and composing linked to the song.</p>	<p>Friendship Song</p> <p>Listening to pop and Soul music. Composing, improvising and performing a friendship song</p>	<p>Reflect, rewind and replay.</p> <p>Western classical music. History of music. Perform in school 'Sing Off'</p>
	PE	<p>Dodging 1</p> <p>To explore dodging and learn how to dodge effectively.</p>	<p>Pathways</p> <p>To apply 'champion gymnastics' exploring different pathways (zig-zag), creating movements that pupils can link together.</p>	<p>Water</p> <p>To explore and respond to a stimuli through structured tasks.</p> <p>To give feedback by describing and interpreting the movement you see.</p>	<p>Hands 2</p> <p>To develop pupils' execution of an underarm throw and to extend their understanding of why we need to be accurate when we throw.</p>	<p>Games for Understanding</p> <p>To create and understand simple attacking principles, applying them as a team into a game. To develop their understanding of what 'attacking' means and when and why we attack as a team during a game.</p>	<p>Problem Solving (Y3)</p> <p>To look at what makes an effective team with the focus on co-operation and responsibility.</p>
		<p>Linking</p> <p>To apply 'champion gymnastics' to explore different movements that pupils can link together.</p>	<p>Hands 1</p> <p>To develop dribbling in order to keep control and possession of the ball.</p>	<p>Feet 1</p> <p>To develop dribbling using our feet in order to keep control and possession of the ball.</p>	<p>Explorers</p> <p>To respond to the stimulus using a range of different, controlled movements. To show how to control and co-ordinate their bodies to perform movements that represent an explorer preparing for an expedition.</p>	<p>Jumping 1</p> <p>To consolidate pupils jumping and to apply an effective jumping technique.</p>	<p>TOP Athletics</p> <p>To explore different techniques to improve skills used in athletics</p>
YEAR TWO	RE	<p>THEME: What did Jesus teach?</p> <p>KEY QUESTION: Is it possible to be kind to everyone all of the time?</p> <p>RELIGIONS: Christianity</p>	<p>THEME: Christmas – Jesus as gift from God</p> <p>CONCEPT: Incarnation</p> <p>KEY QUESTION: Why do Christians believe God gave Jesus to the world?</p> <p>RELIGIONS: Christianity</p>	<p>THEME: Passover</p> <p>KEY QUESTION: How important is it for Jewish people to do what God asks them to do?</p> <p>RELIGIONS: Judaism</p>	<p>THEME: Easter – Resurrection</p> <p>CONCEPT: Salvation</p> <p>KEY QUESTION: How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p>RELIGIONS: Christianity</p>	<p>THEME: Community and Belonging</p> <p>KEY QUESTION: Does going to a Mosque give Muslims a sense of belonging?</p> <p>RELIGIONS: Islam</p>	<p>THEME: Hajj</p> <p>KEY QUESTION: Does completing Hajj make a person a better Muslim?</p> <p>RELIGIONS: Islam</p>