





















<b>YEAR 2</b>	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>SCIENCE</b>	<p><b><u>Animals including Humans</u></b></p> <p>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><b><u>Uses of everyday materials</u></b></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.</p>	<p><b><u>Uses of everyday materials</u></b></p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> 	<p><b><u>All living things and their habitats</u></b></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive. 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><b><u>Animals including Humans</u></b></p> <p>Notice that animals, including humans, have offspring which grow into adults.</p>	<p><b><u>All living things and their habitats</u></b></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. Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p>	<p><b><u>Plants</u></b></p> <p>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><b>Scientific Enquiry to run throughout each topic.</b></p> <p><b>Seasonal change to be taught throughout the year.</b></p>					


<b>HISTORY</b>	<u>History detectives (Autumn 2)</u> What was life like in the 1660s? Compare aspects of daily life e.g. homes, jobs, clothes and food. Learn about the reign of King Charles II Look at the cause of the Great Plague or Great Fire of London. Learn about a significant event beyond living memory		<u>How did we learn to fly? (Spring 2)</u> Develop knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learn about the individuals who contributed to the history of flight.  		<u>What is a monarch? (KAPOW) (Summer 1)</u> Describe what a monarch is. Explain why coronations take place. Know who William the Conqueror is and how he became King of England. Identify how and why William the Conqueror built castles, including the key features. Investigate what monarchs were like in the past	
<b>GEOGRAPHY</b>	<u>Why is our world wonderful? (Autumn 1)</u> Learn about the world's wonders. Learn the names and locations of the world's oceans. Consider what is unique about the local area.  		<u>Would you prefer to live in a hot or a cold place? (Spring 1)</u> Understand the basic concept of climate zones and mapping out hot and cold places globally. Look at features in the North and South Poles and Kenya. Compare weather and features in the local area. Learn the four compass points. Learn the names and locate the continents of our world.  		<u>What is it like to live by the coast? (Summer 2)</u> Name and locate continents and oceans of the world. Revisit countries and cities of the UK and surrounding seas. Learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.  	
<b>PHSE</b>	<u>Me and my Relationships</u> Explain some ways that I can get help, if I am being bullied	<u>Valuing Difference</u> Recognise, value and celebrate difference.	<u>Keeping Safe</u> Give some examples of safe and unsafe secrets and I can think of safe people	<u>Being My Best</u> Name different parts of the body that are inside me	<u>Growing and Changing</u> Identify different stages of growth (e.g. baby,	<u>Rights and Respect</u> Cooperation and self-regulation. Give examples of when I've used some of these

	<p>and what I can do if someone teases me. Suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. Discuss some classroom rules we have made together. Give lots of ideas about being what makes a good friend and also explain how to be a good friend. Most of the time I can express my feelings in a safe, controlled way.</p>	<p>Say how I could help myself if I was being left out. Give a few</p>  <p>examples of good listening skills and I can explain why listening skills help to understand a different point of view. Identify people who are special to me.</p>	<p>who can help if something feels wrong. Give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something. Explain that medicines can be helpful or harmful, and say some examples of how they can be used safely</p>	<p>and help to turn food into energy. Know what I need to get energy. Know what I need to get energy. Know what I need</p>  <p>to do to stay healthy. Explain how setting a goal or goals will help me to achieve what I want to be able to do. Growth mindset.</p>	<p>toddler, child, teenager, adult). Explain who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger. Give examples of how it feels when you have to say goodbye to someone or something (e.g. move house). Understand that there are unsafe secrets and secrets that are nice surprises. Identify which parts of the human body are private. Explain that a person's genitals help them to make babies when they are grown up.</p>	<p>ideas to help me when I am not settled. Managing money</p> 
<p><b>ART</b></p>	<p><b>Drawing: Tell a story</b></p> <p>Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.</p>	<p><b>Painting and mixed media: Life in colour</b></p> <p>Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured</p> 		<p><b>Sculpture and 3D: Clay houses</b> (Link to castles)</p> <p>Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn</p> 		

			papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.		about the sculpture of Rachel Whiteread and create their own clay house tile in response.	
<b>DESIGN TECHNOLOGY</b>	<u>Pirate Peg Dolls-transition topic</u>		<u>Cooking and Nutrition: A Balanced Diet</u>  Name the main food groups and identify foods that belong to each group, describe the taste, texture and smell of a given food, construct a wrap that combines flavours, meets the design brief and their plan.  	<u>Mechanisms: Moving monsters</u>  Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster.  		
	<u>Textiles: Christmas DT week: Pouches</u>  					<u>Structures: King Teddy's Throne</u>  Explore stability and methods to strengthen structures, to understand King Teddy's thrones weaknesses and develop an improved solution for him to use.
<b>COMPUTING</b>	<u>IT around us</u>  Look at information technology at school and beyond, in settings such as shops, hospitals, and libraries.	<u>Creating media – Digital photography</u>  Learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos.	<u>Creating media – Making music</u>   Use <b>ChromeMusicLab</b> on a computer to create music. Listen to a variety of pieces of music and consider how music	<u>Data and information – Pictograms</u>  Learners will use the <b>J2Data</b> website resources to begin to understand what data means and how this can be collected in the form of a tally chart.	<u>Robot algorithms</u>  Use instructions in sequences and use logical reasoning to predict outcomes. Use <b>BeeBots</b> to give commands in different orders to investigate how the order affects the outcome.	<u>An introduction to quizzes</u>   Recaps learning from the Year 1 <b>ScratchJr</b> unit 'Programming B – Programming animations'.

			can makes you think and feel.			
<b>MUSIC</b>	<u>Musical Elements</u> * Understand dynamics and tempo, and that speed can change. * Mark the beat of a piece by clapping or tapping. * Begin to group beats in twos and threes. * Identify beat grouping in familiar music. * Perform copycat rhythms led by the teacher and other children, using untuned percussion.	<u>Singing Skills</u> * Perform chants and rhymes. * Perform unison songs. * Respond to signals (stop/start, counting in). * Sing do - mi tunes. * Listen to music from western classical tradition, and from film, popular music and world music.	<u>Glockenspiel</u> * Use dot notation. * Play do - mi tunes. * Perform copycat rhythms led by the teacher and other children. * Work with a partner to create call and response phrases. * Use more complex graphic and stick notation.	<u>BBC Ten Pieces: In the Hall of the Mountain King</u> * Create and perform their own rhythm patterns. * Mark the beat of a piece by clapping or tapping. * Develop knowledge and understanding of the stories, origins, traditions, history and social	<u>Instrument Families</u> * Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music. * Listen to music from western classical tradition, and from film, popular music and world music.	<u>Composing: Storm</u> * Create music in response to musical stimuli. * Use more complex graphic and stick notation. * Use music technology to capture sounds. * Listen to music from western classical tradition, and from film, popular music and world music.

	<p>* Read and respond to word phrases using stick notation.</p> <p>* Create and perform their own rhythm patterns.</p>			<p>context of a variety of music.</p> <p>* Listen to music from western classical tradition, and from film, popular music and world music.</p> <p>* Listen to a wide range of recorded performances.</p>	<p>* Listen to a wide range of recorded performances.</p>	
R.E.	<p><b><u>How can we make good choices? (C1.3)</u></b></p> <p>The children will explore how people always face moral choices, starting with a what makes a happy classroom, and why rules are important. We will study moral codes from Christianity, Judaism and Islam including the Ten Commandments and the Five Pillars. We will also look at non-religious stories and consider what makes the best rules for life?</p>	<p><b><u>What do religious/World views say about our wonderful world? (F1.13)</u></b></p>	<p><b><u>What did Jesus teach and how did he live? (F1.15)</u></b></p> <p>Children will learn from the life and teachings of Jesus by exploring and responding to questions. They will consider what is a ‘calling’ and what was Jesus’ special role. They will focus on how beliefs affect how Christians live their lives, which Christians may explain to children in terms of the command to ‘love one another’. Through play, storytelling, simple drama, art and craft, speaking and listening activities, pupils think about some stories of Jesus and suggest meanings for the stories. They reflect on the importance of Jesus’ teachings for Christians today. By learning</p>	<p><b><u>How are symbols used to welcome new life? C1.2)</u></b></p> <p>Children will learn how babies are welcomed into families. They will think about how it is important to welcome people and especially new babies. They will study initiation rites including infant baptism and the aqiqah and be aware that there are other rituals and ceremonies as</p>	<p><b><u>How and why do people pray? (C1.4)</u></b></p> <p>This topic is an introduction to how Christians and Muslim pray. Children should develop an understanding of the importance of prayer to those who belong to that religion.</p>	  

		<p>The children will learn about different beliefs on the origins of the world. They will consider the ways in which religious and non-religious individuals and organisations show care and concern for the planet. It develops children's understanding of all people as belonging to groups and sharing a group identity, which may be expressed through actions and beliefs. The children will learn about their environment and how to care for it.</p> 	<p>about some stories of Jesus, and particularly about how Jesus healed and cared for people, pupils get the opportunity to explore how Jesus lived and how he wanted others to live.</p>	<p>well, including non-religious ceremonies. Children will think about promise and compare the different ways in which people welcoming new life</p>		
P.E.	<p><b>CHERRY 1</b> PPA PE: <u>Attack/Defend/Shoot</u></p> <p>Children will send and receive a ball using their feet.</p>	<p><b>CHERRY 2</b> PPA PE: <u>Hit/Catch/Run (Unit 1)</u></p> <p>Children will develop hitting skills with a variety of bats.</p>	<p><b>Teacher Led PE:</b> <u>Hit/Catch/Run (Unit 2)</u></p> <p>Children will continue to work on developing ways to score in different game play.</p>	<p><b>CHERRY 1</b> PPA PE: <u>Dance</u></p> <p>Children will describe and explain how performers can transition from</p>	<p><b>CHERRY 2</b> PPA PE: <u>Run/Jump/Throw</u></p> <p>Children will throw and handle a variety of objects.</p>	<p><b>Teacher Led P.E.</b> <u>O.A.A</u></p> <p>Children will work as a team to give/ follow instructions.</p>



	<p>Children will refine ways to control their body and a range of equipment.</p> <p>Children will recall and being to link a combination of skills e.g. dribbling and passing.</p> <p><b>CHERRY 1</b> <b>PPA PE:</b> <b><u>Gymnastics</u></b></p> <p>Children will describe and explain how performers can transition and link elements.</p> <p>Children will perform basic actions with control at different speeds and levels.</p> <p>Children will develop flexibility in a range of shapes and balances.</p> <p><b>CHERRY 2</b> <b>Teacher Led (Fri pm)</b> <b>either of the 2 above units</b></p>	<p>Children will practice feeding/bowling skills.</p> <p>Children will hit and run to score points in games; beginning to work collaboratively.</p> <p><b>CHERRY 2</b> <b>PPA PE</b> <b>either GYM or A/D/S</b></p> <p><b>CHERRY 1</b> <b>Teacher Led PE</b></p> <p><b>Hit/Catch/Run (Unit 1)</b></p> <p>Children will develop hitting skills with a variety of bats.</p> <p>Children will practice feeding/bowling skills.</p> <p>Children will hit and run to score</p>		<p>shapes and balances.</p> <p>Children will challenge themselves to move imaginatively in response to music.</p> <p>Children will work as part of a group to create and perform collaboratively.</p> <p><b>CHERRY 1</b> <b>PPA PE:</b> <b><u>Send/Return (Unit 1)</u></b></p> <p>Children will be able to track the path of a ball over a net.</p> <p>Children will begin to hit and return a ball with some consistency.</p> <p>Children will play modified net/wall games including throwing, catching and sending over a net.</p>	<p>Children will develop power, agility, coordination, balance.</p> <p>Children will negotiate obstacles showing increased control.</p> <p><b>CHERRY 2</b> <b>PPA PE</b> <b>either DANCE or S/R (Unit 1)</b></p>	<p>Children will solve problems collaboratively.</p> <p>Children will use a key to identify objects/symbols.</p> <p><b>Teacher Led P.E.</b> <b><u>Dodgeball/Athletics</u></b></p> <p>Children will continue to build on their learnt skills in game play.</p> <p>Children will use a ball with accuracy and be involved in tactical play.</p> <p>Children will develop their collaborative and team playing skills.</p>
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