| Year 2 | **Advent 1** | | **Advent 2** | | | **Lent 1** | | | **Lent 2** | | | **Pentecost 1** | | | **Pentecost 2** | |
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| **English**  Progress will be supported through our Spellings and Accelerated Reader programmes. | The Robot and the Bluebird  A fiction text by David Lucas.  **Composition:** Instructions, recount, narrative, non-chronological report and persuasive writing  **SPaG:** Capital letters and full stops, adjectives, verbs (Inc. imperative) adverbs, preparation for direct speech, subordinating conjunctions, introduction to similes, time adverbial, prepositions, past tense, first person. | | Rapunzel  A twist on a traditional fairy tale book by Bethan Woollvin.  **Composition:** narratives, diaries, descriptive writing, poetry, explanatory writing and arguments for and against, poster  **SPaG**: Capital letters and full stops, adjectives, subordinating conjunctions, expanded noun phrases, question marks. | | | The Secret of Black Rock  A fiction text by Joe Todd-Stanton  **Composition:** Personal narrative, diary, poetry, letters & notes, recipes & instructions, book review,  **SPaG:** Capital letters, full stops, adjectives, verbs, questions, past tense, coordinating conjunctions | | | Pattan’s Pumpkin  A fiction text by Chitra Soundar.  **Composition:** Retelling stories, character descriptions, predictions, instructions, letters and book reviews;  **SPaG**: Adjectives, comparatives and superlatives, imperative verbs, commas in lists, expanded noun phrases, prepositions and coordinating conjunctions. | | | Man on the Moon (a day in the life of Bob),  A fiction text by Simon Bartram  **Composition**: news reports, emails, book review, research and note taking, information leaflets, predictions, writing rules, recount, descriptions, job advert and a diary entry.  **SPaG:** full stops and capital letters, question marks, apostrophes, conjunctions, adjectives, first person and past tense. | | | The Magic Finger  A fiction text by Roald Dahl.  **Composition:** Diary entries, information texts including leaflets, narratives and persuasive letters, sequencing events, balanced arguments.  **SPaG**: conjunctions, adjectives, question marks, time adverbials, onomatopoeia, superlatives, speech, past and present tense, similes, and expanded noun phrases. Use range of punctuation taught in KS1.  ++ | |
| **Maths** | We will continue to learn maths through our spiral, cumulative approach to the curriculum. This sequence takes into consideration children’s cognitive development to maximise mastery of key concepts and picks up where the current cohort left off at the end of last year. Our approach will continue to support the transition from manipulation of concrete objects to mental representations, the development of mathematical language and the internalisation of strategies to operate mathematically.  **Place value  Addition and Subtraction  Shape  Money Multiplication and Division  Length and Height  Mass, Capacity and Temperature  Fractions  Time  Statistics  Positions and Direction  Consolidation** | | | | | | | | | | | | | | | |
| Image result for times tables rockstars x2 x10 | | Image result for times tables rockstars x2 x5 x10 | | | Image result for times tables rockstars x2 x5 x10 | | | Image result for times tables rockstars x2 x5 x10 | | | Image result for times tables rockstars x3 x4 | | | Image result for times tables rockstars x2x5x10x3x4 | |
| **Religious Education** | **Domestic Church:** Beginnings, God is present in every beginning | | **Baptism & Confirmation:** Signs and symbols in baptism | | | **Local Church:** Books, the books used in church | | | **Lent & Easter:** Opportunities. Lent, an opportunity to start anew | | | **Reconciliation & Anointing the Sick**: Rules, reasons for rules in the Christian family | | | **Universal Church:** Treasures, God’s treasure – the world | |
|  | **Judaism:** Shabbat | | | **Advent/Christmas:** Preparations. Advent, preparing to celebrate Christmas | | | **Eucharist:** Thanksgiving. Mass, a special time to thank God | | **Pentecost**: Spread the word, Pentecost, a time to spread good news | | | **Islam:** Prayer and home | | |  |
| **Science** | Animals Including Humans  Notice that animals, including humans, have offspring which grow into adults. 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. | | | Living Things and their Habitats  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. | | | 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. Investigate the suitability of materials for their purpose and test the properties of materials. | | | | Plants  Observe and describe how seeds and bulbs grow into mature plants. Describe how plants need water, light and a suitable temperature to grow and stay healthy. | | | Living Things and their Habitats  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 microhabitats 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. | | |
| **History and Geography** | Geography  Weather and Seasons  Children will develop locational knowledge about their locality, and the UK as a whole. They will understand basic subject-specific vocabulary relating and begin to use first-hand observation. They will identify seasonal and daily weather patterns in the UK, use simple fieldwork and observational skills around school and use and construct basic symbols in a key. | | History  Bonfire Night and the Great Fire of London  Children will develop an awareness of the past. They will learn key features of events, understand some of the ways in which we find out about the past, identify different ways in which it is represented, use a wide vocabulary of everyday historical terms and know where events they study fit within a chronological framework. | | | Geography  -Journeys – Food  Children will understand geographical similarities and differences of their local shops, and physical geography through studying food growing or production. use locational and directional language to describe the location of features and routes on a map, name, locate and identify the four countries and capital cities of the UK. | | | History  Holidays in the past  Children will learn about changes within living memory, understand historical concepts such as continuity and change, similarity and difference, ask historically valid questions, identify similarities and differences between ways of life in different periods, ask and answer questions, understand some of the ways in which we find out about the past, identify different ways in which the past is represented, use a wide range of everyday historical terms, use parts of stories and other sources to show they know and understand key features of events, use sources to show they know and understand the past and suggest reasons why changes took place. | | | Geography  Our Wonderful World  Children will name, locate and identify characteristics of the seven continents and oceans, use world maps, atlases and globes, understand geographical similarities and differences when studying both human and physical geography, identify the locations of hot and cold areas around the world, use basic vocabulary to refer to physical and human features and develop knowledge about the world. | | | History  Our Local Heroes  Children will use common words and phrases relating to the passing of time, know where the people they study fit within a chronological framework, ask and answer questions, study significant historical people and places in their own locality, understand some of the ways in which we find out about the past and identify different ways in which it is represented, choose parts of sources to show that they know and understand key features of events and use a wide vocabulary of everyday historical terms. | |
| **Computing** | **Coding**  **Computer Science;** Understanding what algorithms are, creating and debugging simple programmes, using logical reasoning to predict behaviour of simple programmes. | | **Online safety**  **Digital Literacy;**  Using technology safely and keeping information private, knowing where to get help if needed.  **Spreadsheets**  **Information Technology;**  Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | | | **Questioning**  **Information Technology;**  Finding data using specific searches.  **Effective Searching**  **Information Technology;**  Using a search engine to find data and information. | | | **Creating Pictures**  **Information Technology;**  Creating, naming, saving and retrieving content and using a range of media in their digital content including photos, text and sound. | | | **Presenting Ideas**  **Information Technology;**  To be able to include photos, text and sound in their own creations. Use a range of media in their digital content including photos, text and sound. | | | **Making Music**  **Information Technology;**  Edit digital data such as data in music composition software like 2Sequence. | |
| **Design Tech** |  | |  | | | Design a boat  Children will evaluate a range of boats. Children will design and make their own boats from different materials. | | | Clay huts  Design and make clay huts. Learn the technique of pinching clay, sculpting clay and moulding it. | | |  | | |  | |
| **Art and Design** | Making a moving monster robot |  |  | | |  | | |  | | |  | | | Artists  Understand and discuss the work of a range of artists describing similarities and differences between practices and making links to their own work by creating a piece of work in the style of the artist. | |
| **Music** | Orchestral Instruments-5 lessons  Make plausible descriptions of music and identify some instruments. Create a piece of music with some tempo, dynamic and timbre changes. Suggest musical timbres for characters and tempo changes for actions. | | Christmas Nativity | | | Myths and Legends  Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song. | | |  | | | Musical Me. 5 lessons  Children learn to sing the song ‘Once a Man Fell in a Well’ and to play it using tuned percussion. Using letter notation to write a melody. | | | Music during Art Week:  West African-call and response.  Learning a traditional Ghanian call and response song, recognising simple notation and composing animal-based call and response rhythms. | |
| **PE** | Striking & Fielding | | Net Games - Games | | | Gym | | | Net Games | | | Dance | | | Athletics | |
| **PSHE** | Being me in my world. 'Who am I and how do I fit?'  **Hopes and fears for the year. Rights and responsibilities. Rewards and consequences. Our learning charter. Owning our learning charter.**  Understand the rights and responsibilities of class members, know about rewards and consequences and that these stem from choices, know that it is important to listen to other people, understand that their own views are valuable Know how to make their class a safe and fair place, show good listening skills and be able to work co-operatively. | | Celebrating difference. Respect for similarity and difference. Anti-bullying and being unique.  **Boys and girls. Why does bullying happen. Standing up for myself and others. Gender diversity. Celebrating difference and still being friends.**  Know the difference between a one-off incident and bullying, know that sometimes people get bullied because of difference, know that friends can be different and still be friends, explain how being bullied can make someone feel, know how to stand up for themselves when they need to and understand that everyone’s differences make them special and unique. | | | Dreams & goals. Aspirations, how to achieve goals and understanding the emotions that go with this**.**  **Goals to success. My learning strengths. Learning with others. A two-week group challenge. Celebrating our achievements.**  Know how to choose a realistic goal and think about how to achieve it, know that it is important to persevere, know how to recognise what working together well looks like, recognise how working with others can be helpful, be able to work effectively with a partner, be able to choose a partner with whom they work well and be able to work as part of a group. | | | Healthy me. Being and keeping safe and healthy  **Being healthy. Being relaxed. Medicine safety. Healthy eating. Healthy, happy me.**  Know what their body needs to stay healthy, know what relaxed means, know why healthy snacks are good for their bodies, know which foods given their bodies energy, feel positive about caring for their bodies and keeping it healthy, have a healthy relationship with food and a desire to make healthy lifestyle choices. | | | Relationships. Building positive, healthy relationships  **Families. Keeping safe. Friends and conflict. Secrets. Trust and appreciation. Celebrating my special relationships.**  Know that there are lots of forms of physical contact within a family, know how to stay stop if someone is hurting them, know there are good secrets and worry secrets and why it is important to share worry secrets, know what trust is, can recognise and talk about the types of physical contact that is acceptable or unacceptable, can identify the negative feelings associated with keeping a worry secret and can identify who they trust in their own relationships. | | | How do we show our feelings? A journey in love.  **Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings.** | |
| ***Home Learning*** | Spelling (Monday to Monday) | Maths or Reading (Friday to Wednesday) | Daily reading (Change days: Mon, Wed & Fri) |  Research piece (once a term) | | | | | | | | + Maths (Friday to Wednesday) or Reading (Friday to Wednesday) | | | | | | | |