

Year 2

Subject	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Themes	Africa	Famous People - Women and Explorers	Local Area
English Reading	See English Curriculum		
English Writing	See English Curriculum		
English GPS Classroom Secrets	Ready to write Commas Word classes Conjunctions Sentence Types	Word classes Apostrophes Sentence types Tenses Suffixes	Suffixes Consolidation
Maths White Rose/ Classroom secrets	Place Value Addition and subtraction Measurement: money Multiplication and division	Multiplication and division Statistics Properties of shape Fractions Measurement: length and height	Position and direction Problem solving Measurement: time Measurement: mass, capacity and temperature
Science	<ul style="list-style-type: none"> • Ask simple questions and understand that they can be answered in different ways. • Observe closely, using simple equipment (like magnifying glasses). • Perform simple tests (to find things out). • Identify and classify (sort) living and non-living things. • Use my observations and ideas to suggest answers to questions. • Gather and record data (information) to help in answering questions. 		
	<p>Living things and their habitats</p> <ul style="list-style-type: none"> • 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 the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name different plants and animals in their habitats, including micro-habitats. • Describe how animals get their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<p>Everyday materials</p> <ul style="list-style-type: none"> • Identify and compare how different materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard are used because of their properties. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Animals including humans/ Plants</p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and the right temperature to grow and stay healthy. • Understand that animals, including humans, have offspring (babies) 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 (being clean).

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<p>Geography</p>	<p>Africa</p> <ul style="list-style-type: none"> Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK (Wanborough) and of a small area in a contrasting non-European country (Africa) Use basic geographical vocabulary such as cliff, ocean, river, soil, valley, vegetation (physical) and city, town, village, factory, farm, office (human). 	<p>World</p> <ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans. South Pole/ Antarctica 	<p>Local Area</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the continents and oceans. Use simple compass directions (NSEW) to describe the location of features and routes on a map. 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 - visit Warneage Woods and the Pond. Devise simple maps and use and construct basic symbols in a key.
<p>History</p>	<p>Great Fire of London</p> <ul style="list-style-type: none"> Sequence events and artefacts which are closer together in time. Sequence photos etc from different periods of their life. Changes within living memory - describe memories of key events in their lives. Begin to look at events beyond living memory that are significant nationally or globally. Use common words and phrases relating to the passing of time. Find out about the past using sources and identify different ways in which it is represented e.g. artefacts, stories and photos. 	<p>Famous People</p> <ul style="list-style-type: none"> Sequence events and artefacts which are closer together in time. Sequence photos etc from different periods of their life. Changes within living memory - describe memories of key events in their lives. Begin to look at events beyond living memory that are significant nationally or globally. Use common words and phrases relating to the passing of time. Explore the lives of significant individuals in the past. Understand the way in which significant individuals have contributed to national and international achievements. Compare aspects of life in different time periods. Ask and answer questions about the past. 	<p>Local History</p> <ul style="list-style-type: none"> Sequence events and artefacts which are closer together in time. Sequence photos etc from different periods of their life. Changes within living memory - describe memories of key events in their lives. Begin to look at events beyond living memory that are significant nationally or globally. Use common words and phrases relating to the passing of time. Learn about significant historical events, people and places in their own locality (Wanborough). Compare aspects of life in different time periods. Ask and answer questions about the past.
<p>Art</p>	<p>Henri Rousseau</p> <ul style="list-style-type: none"> Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Self Portrait</p> <ul style="list-style-type: none"> To use drawing to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<p>Super Sculptures (Anthony Gormley)</p> <ul style="list-style-type: none"> Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

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	<ul style="list-style-type: none"> Discuss own work and others' work, expressing thoughts and feelings. To use painting to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Begin to mix colour, shades and tones and experiment in lightening and darkening. Use a brush to produce marks appropriate to work e.g. small brush for small marks. 	<ul style="list-style-type: none"> Layer different media e.g. crayon, pastels, felt tips, charcoal. 	<ul style="list-style-type: none"> Discuss own work and others' work, expressing thoughts and feelings. To use sculpture to develop and share their ideas, experiences and imagination. To use a range of materials creatively to design and make products. Manipulate clay for a variety of purposes. Understand the safety and basic care of materials and tools.
DT	<p>Puppets</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and others based on design criteria and considering the target group. Develop their ideas through talk and drawings. Make templates and mock-ups of their ideas and where appropriate, use ICT. Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, sticking and decorating. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics e.g. saws, needles and kitchen utensils. Explore and evaluate a range of range of existing products. Evaluate their ideas and products against design criteria. 	<p>Perfect Pizzas</p> <ul style="list-style-type: none"> Develop skills and knowledge needed to perform everyday tasks such as cooking. Understand and apply the principles of nutrition and learn how to cook. Demonstrate how to use techniques such as cutting and grating. Use the basic principles of a healthy and varied diet to prepare dishes, including using good hygiene. Understand where food comes from. 	<p>Vehicles</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable e.g. vehicle chassis. Explore and use mechanisms in their products e.g. wheels, axles and levers. Design purposeful, functional, appealing products for themselves and others based on design criteria and considering the target group. Develop their ideas through talk and drawings. Make templates and mock-ups of their ideas and where appropriate, use ICT. Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, sticking and decorating. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics e.g. saws, needles and kitchen utensils.
Music	Hands, Feet, Heart Ho Ho Ho	I Wanna Play in a Band Zootime	Friendship Song Reflect, Rewind and Replay
PSHE Jigsaw	Being me in my world Celebrating differences	Dreams and goals Healthy me	Relationships Changing me
French	Greetings - bonjour, salut etc Vocab for Brown Bear (Ours brun, ours brun) Parts of the body relating to the song	Numbers 1 to 10 Animals and colours Savez-vous Plantez les choux	

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	Brown Bear (Ours brun, ours brun)		
PE	<p>Gymnastics (1)</p> <ul style="list-style-type: none"> • Copy, explore and remember actions and movements to create a sequence. • Link four actions together from travelling, rolling, jumping or balancing on the floor and apparatus. • Balance on large body parts e.g. side, back, tummy, hips and shoulders. • Perform rolls with control e.g. stretch, tuck and half roll. • Perform different types of jumps with control e.g. 2 feet to 2 feet, 2 feet to 1 foot or 1 foot to the opposite foot. • Travel with control and increasing balance using a variety of different body parts. <p>Dance (2)</p> <ul style="list-style-type: none"> • To copy, remember and repeat actions and movements using a range of body parts with control. • To create an imaginative sequence of movements to a variety of stimuli, exploring movements and feelings. • Change the speed, direction and level of their actions. • Improve the timing of their actions to music. <p>Games (1&2)</p> <ul style="list-style-type: none"> • Throw equipment in different ways for accuracy and distance • Throw, catch and bounce a ball with a partner • Use throwing and catching in a game • Vary the types of throw used for different equipment • Bounce or kick a ball whilst moving • Pass a ball to another player in a game in different way • Strike and hit a ball with increasing accuracy 	<p>Gymnastics (3)</p> <ul style="list-style-type: none"> • Copy, explore and remember actions and movements to create a sequence. • Link four actions together from travelling, rolling, jumping or balancing on the floor and apparatus. • Balance on large body parts e.g. side, back, tummy, hips and shoulders. • Perform rolls with control e.g. stretch, tuck and half roll. • Perform different types of jumps with control e.g. 2 feet to 2 feet, 2 feet to 1 foot or 1 foot to the opposite foot. • Travel with control and increasing balance using a variety of different body parts. <p>Pilates (4)</p> <ul style="list-style-type: none"> • To copy, remember and repeat actions and movements using a range of body parts with control. • To create an imaginative sequence of movements to a variety of stimuli, exploring movements and feelings. • Change the speed, direction and level of their actions. • Improve the timing of their actions to music. <p>Fitness/Aerobic (3)</p> <p>Games (4)</p> <ul style="list-style-type: none"> • Throw equipment in different ways for accuracy and distance • Throw, catch and bounce a ball with a partner • Use throwing and catching in a game • Vary the types of throw used for different equipment • Bounce or kick a ball whilst moving • Pass a ball to another player in a game in different way • Strike and hit a ball with increasing accuracy 	<p>Tri Golf (5)</p> <p>Games (5&6)</p> <ul style="list-style-type: none"> • Throw equipment in different ways for accuracy and distance • Throw, catch and bounce a ball with a partner • Use throwing and catching in a game • Vary the types of throw used for different equipment • Bounce or kick a ball whilst moving • Pass a ball to another player in a game in different way • Strike and hit a ball with increasing accuracy • Position the body in order to strike an object • Begin to choose and use the best space in a game <p>Athletics (6)</p> <ul style="list-style-type: none"> • Run and travel at different speeds, describing the pace. • Use a variety of different stride lengths • Begin to select the most suitable pace and speed for distance • Be able to maintain and control running technique over different distances • Perform and compare different types of jumps e.g. 2 feet to 2 feet, 2 feet to 1 foot or 1 foot to the opposite foot. • Combine different jumps together with some fluency and control. • Jump for distance from a standing position with control. • Investigate and choose the most appropriate jumps to cover different distances. • Throw different types of equipment in different ways for accuracy and distance.

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	<ul style="list-style-type: none"> Position the body in order to strike an object Begin to choose and use the best space in a game 	<ul style="list-style-type: none"> Position the body in order to strike an object Begin to choose and use the best space in a game 		
RE	<p>What can we learn from sacred books?</p> <p>Believing</p>	<p>How and why do we celebrate special and sacred times?</p> <p><i>To coincide with Easter</i></p> <p>Expressing</p>	<p>What makes some places sacred for Muslims and Christians?</p> <p><i>Possible visit to a mosque and Wanborough church</i></p> <p>Expressing</p> <p>Chdn next year will need to swap this one for 'Who is a Muslim and what do they believe' as they have already done other module.</p>	<p>How should we care for others and the world and why does it matter?</p> <p>IF time - Who are Jewish and what do they believe (can touch on this)</p> <p>Living</p>
Computing	<p>Purple Mash</p> <p>Unit 2.1 Coding</p> <p>Think U Know videos</p> <p>Unit 2.2 Online Safety</p>	<p>Unit 2.3 Spreadsheets</p> <p>Unit 2.5 Effective Searching</p> <p>Unit 2.7 Making Music</p>	<p>Unit 2.6 Creating Pictures</p> <p>Typing Skills</p> <p>Beebots</p>	