

	YEAR TWO					
	AUTUMN		SPRING		SUMMER	
TOPIC TITLE	Fire		Heroes (Famous People)		Africa	
READING TEXT	The Knight in Training	The Twits	Grace for President	The Pied Pier	The Pied Pier	Bringing the Rain to Kapiti Plain- Verna Aardema
ENGLISH	Setting description Diary Entry Letter Retell Poetry Character description Narrative	Character Description Narrative Retell Instructions Newspaper Report Poetry	Letter Contemporary Fiction Narrative Instructions Poetry Explanation	Newspaper article Narrative Setting description Non-chronological report Diary entry Letter	Diary entry Non-Chronological report Balanced argument Narrative Instructions Explanation text	Poetry Setting description Narrative Consolidation
English hooks	Class battle on the playground with hand-made helmets and shields	Hot seating with teacher dress up	Practical class vote, house captain chat from year 6s/QAR	Children work together to create a piece of music to march to outside.	African Drums	
	<b>Handwriting: Pen Pals Scheme</b> <b>Spelling: National Curriculum</b>					
MATHS	<b>Number</b> Place Value Addition and Subtraction	<b>Measurement</b> Money <b>Number</b> Multiplication and Division	<b>Number</b> Multiplication and Division <b>Statistics</b>	<b>Geometry</b> Properties of shape <b>Number</b> Fractions <b>Measurement</b> Length and Height	<b>Geometry</b> Position and Direction <b>Problem Solving and Efficient</b>	<b>Methods</b> <b>Measurement</b> Time Mass, Capacity and temperature
HISTORY	<b>Fire (Great Fire of London/Bonfire Night)</b> Learn about events beyond living memory that are significant nationally or globally. The Great Fire of London.		<b>Heroes (Significant individuals)</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		<b>Walter Tull</b> Who was Walter Tull? What was his childhood like?	<b>George Stephenson</b> Who was George Stephenson? When was George Stephenson alive?

		<p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>	<p>Using historical sources can we spot differences between Walter's life and the lives of footballers today? How did Walter help our country during WW1?</p>	<p>What did George Stephenson do? Stephenson's rocket. Stephenson's impact locally and nationally.</p>
<p><b>GEOGRAPHY</b></p>	<p><b>UK countries and cities</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>	<p><b>Seas and Oceans</b> Identify oceans around the world. How are seas and oceans different? What might sea and oceans in different parts of the world be like? How is life adapted to living in the Atlantic? Pacific ocean and the Great Barrier reef. Island life.</p>	<p><b>Africa (contrasting with local area)</b> Name and locate the world's seven continents and five oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to key physical features and key human features. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	

<b>SCIENCE</b>	<b>Animals including humans</b> (How do germs spread?) (Why should I exercise?)	<b>Living things and their habitats</b> (Do snails have noses?) (Where do worms like to live?)	<b>Uses of everyday materials</b> (Do boats float?) (Can water make music?)	<b>Uses of everyday materials</b> (Do all balls bounce?) (Can you make a paper bridge?)	<b>Plants</b> (Can seeds grow anywhere?) (How does grass grow?)	<b>Living things and their habitats</b> (What is the life cycle of a ladybird?) (Do insects have a favourite colour?)
<b>ART AND DESIGN</b>	Recording ideas in their sketchbook Sketching techniques – still life Charcoal – blending, smudging Paint – lightening and darkening, mixing, using different brush sizes, mixed media Sculpting, using clay – pinch, roll, carving, painting Simple block printing using natural materials, Collage using textiles Simple weaving with fabric		Recording ideas in their sketchbook Drawing and sketching – pencils, pens, wax crayons Paint – watercolour - lightening and darkening, mixing, using different brush sizes, mixed media Sculpting busts using clay – pinch, roll, carving, painting Manipulating photographs Simple mono printing /impressed printing Modifying textiles - painting, by knotting, fraying, fringing, pulling threads, twisting, plaiting, stitching		Recording ideas in their sketchbook drawing – lines, using various media to draw onto different paper and materials Paint – watercolour- mixing colours, lightening and darkening colours, without the use of white and black paint, colour wheel Sculpting tiles using clay – carving, paint Printing with 2 colours Dyeing and modifying fabrics	
<b>DESIGN AND TECHNOLOGY</b>	<b>Autumn 1</b> Making Tudor Houses (Building structures that are strong, stiff and stable)	<b>Autumn 2</b> Making a Tudor soup called <b>pottage</b> , served with bread <b>(Cooking and Nutrition)</b>	<b>Spring 1</b> Making Frame Structures for painted portraits (Measuring, marking out, cutting, joining and assembling)	<b>Spring 2</b> Easter Cards – levers (Assembling, cutting, shaping, joining)	<b>Summer 1</b> Making a felt puppet based on traditional puppets from Africa (Basic sewing techniques, cutting and joining) <b>(Sewing)</b>	<b>Summer 2</b> Design and Create their own Musical Instrument from suitable materials <b>Antoine-Joseph "Adolphe" Sax (Belgian male inventor and musician)</b>
<b>P.E</b>	<b>Athletics</b>	<b>Gymnastics and Boxercise</b>	<b>Net and Wall (Tennis)</b> <b>Team Building</b>	<b>Team Building</b>	<b>Striking and Fielding (Kick Rounders)</b>	<b>Multiskills</b>
<b>COMPUTING</b>	<b>Digital Researcher &amp; Presenter</b>	<b>Digital Programmer (Off-screen / Scratch Jr)</b> Create a simple guided tour of the	<b>Digital Film Maker</b> Review a variety of films from different genres.	<b>Digital Data Handler</b> Plan what technology to use	<b>Digital Animator</b> Create simple scripts. Create animations using voice over.	<b>Digital Musician</b> Plan and digitally record sounds using apps or software.

	<p>Understand how the internet works. Use mind mapping and/or note taking tools to record research results and ideas. Plan and create an effective presentation. Deliver a presentation to an audience. Review and evaluate their presentations.</p>	<p>school using ScratchJnr. Debug programming code to ensure correct working. Explain the meaning of the word algorithm.</p>	<p>Understand that technology can be used to make films. Help to decide different content for class films. Record simple video clips on a camera. Contribute to the editing of footage. Share film with others. Express an opinion about a film.</p>	<p>and how they will collect data. Collect data successfully. Understand how data is relevant to the world. Present data to others.</p>	<p>Share animations within the school.</p>	<p>Create own composition to compliment a topic.</p>
<p><b>MUSIC</b></p>	<p><b>Recorder Course (Autumn and Spring 1)</b> Children will learn the basics of how to play musically, explore the language of music and will be introduced to the first three notes; B, A and G. Children will learn the correct posture, hand position and breathing techniques needed for playing the recorder correctly. They will develop their ability to listen to a piece of music and copy back certain notes accurately. The children will develop an understanding of crotchets, minims and rests – thinking about the difference between them and will begin to recognise them on musical bars.</p>			<p><b>Charanga</b> <b>Spring 2 - Zootime</b> Children will know that music has a steady pulse, like a heartbeat. Children will learn that rhythms are different from the steady pulse. They will improvise and compose a song within a small group. Children will perform a piece of music to an audience. <b>Summer 1 – Friendship Song</b> To know 5 songs of by heart and know that we can create rhythms from words, our names and favourite foods, colours and animals. To sing in unison and understand why we warm up our voices. To know the names of un-tuned percussion instruments. Improvise a song using 1 or 2 notes. Perform to an audience. <b>Summer 2 – Reflect, Rewind and Replay</b> This unit consolidates the learning that has occurred during the year. We will revisit songs and musical activities with a focus of the context of the history of music. Children will listen and appraise classical music and will improvise using their voices and instruments before sharing and performing their learning.</p>		

<b>R.E</b>	<b>Beginning to Learn Islam: Muslims and Mosques</b>	<b>Special Stories for Christians and Muslims: What Can We Learn?</b>	<b>Holy Places: Worship at the Church, Mandir, Mosque and Gurdwara</b>	<b>Holy Places: Worship at the Church, Mandir, Mosque and Gurdwara</b>	<b>What Stories About Moses do Jewish and Christian People Love to Remember?</b>	<b>What Stories About Moses do Jewish and Christian People Love to Remember?</b>
<b>PSHE</b>	<b>Physical Health and Wellbeing: What Keeps Me Healthy?</b>	<b>Mental Health and Emotional Wellbeing: Friendship</b>	<b>Sex and Relationship Education: Boys and Girls, Families</b>	<b>Sex and Relationship Education: Boys and Girls, Families</b>	<b>Keeping Safe and Managing Risk: Indoors and outdoors</b>	<b>Drug, Alcohol and Tobacco Education: Medicines and Me</b>
<b>ATTITUDES FOR LEARNING</b>	Resilience Collaboration Ambition Drive		Tolerance Independence Integrity Respect		Reflectiveness Commitment Humility Planning	
<b>SPECIAL EVENTS/VISITS</b>	Time Pieces Inspire Workshop Black History Children in need Stand up to cancer Diwali Christmas service Anti-bullying week School council elections Firework Evening Remembrance Day Harvest festival Timetables Rock Stars launch.		Science Week Easter service Easter Bonnet parade World book day Pancake day Animal man Art week Ed Shed Launch		Sports Week Race for life VE Day celebrations Queen's Birthday Elections Number day Villiers has got Talent Educational Trip	