

Year Two Learning Journey Overview 2023-2024

Learning Journey

Seasonal Character Development					
Autumn		Spring		Summer	
Character Development					
Resilience	Curiosity	Respectfulness	Creativity	Independence	Confidence
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Whole School Events

Harvest E-Safety week Life Space Visit Diwali Remembrance Day Odd Socks Day – friendship week Christmas Jumper day Christmas Nativity Performance Carol signing Christingle	Chinese New Year Poetry Week World Book Day Story Maths Day Holi	Country dancing STEAM festival Environment week Eid Country Dancing Year 2 End of Year Performance
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Year Group Trips and Experiences

Visit school library – author visit Life Education Visit – PSHE	Visit Junior school and watch Yr 3 Nativity Place of Worship Visit (Church)	Author visit / workshop Roland Dahl Drama workshop Scooter Safety Training	World book day Cultural Picnic – Celebrating diverse cultures Planting and Gardening – School Garden	Litter Picking Environment Go bird watching School Garden Forest school Road Safety Visit Natwest Money Sense workshop	Science school trip Visitor Junior – sharing learning with Yr 3
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Parents Workshops and Information Sessions

Welcome to Year 2	SATS workshop	Reading workshop	Phonics screening test – resit information	Transition to the Juniors	Arts Week – parents art workshop
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Curriculum Coverage

ENGLISH : WRITING – Literacy Tree

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Resilient

Curious

Respectful

Creative

Independent

Confident

A Twist in the Tale	Creation & conservation	Bravery & Fear	Change & Relationships	Fictional Worlds & Fantasy	Urban Metropolis
Key Texts					
<i>Goldilocks & the Three Bears</i> <i>Lauren Child</i> <i>You & Me</i> Anthony Browne <i>Wolves</i> Emily Gravett	<i>The Journey Home</i> Frann. Preston-Gannon <i>We Are Water Protectors</i> Carole Lindstrom	<i>The Minpins</i> Roald Dahl <i>The Bear and the Piano</i> David Litchfield	<i>Tadpole's Promise</i> Jeanne Willis <i>If all the Worlds Were...</i> Joseph Coelho	<i>The Dragon Machine</i> Helen Ward <i>Toys in Space</i> Mini Grey	<i>The Great Fire of London</i> Emma Adams <i>Rosie Revere, Engineer</i> Andrea Beaty
Supporting Texts					
Mixed up Fairytales by Hilary Robinson Each Peach Pear Plum by Janet and Alan Ahlberg, Who's Afraid of the Big Bad Book? Beware the Storybook Wolves Goldilocks and Just the One Bear by Leigh Hodgkinson Once Upon a Wild Wood Meerkat Mail Herman's Letter The Last Wolf	The Great Kapok Tree: A Tale of the Amazon Rain Forest Great and the Giants The Promise Window Where the Forest Meets the Sea The Tiny Seed George Saves the World By Lunchtime	The Brave Beast The Great Explorer The Baby Beast Bedtime for Monsters Emily Brown and the Thing Ogres don't Dance The Princess and the White Bear King Journey Quest Can't You Sleep, Little Bear? The Bear in the Cave A Brave Bear I Want My Hat Back	Fantastic Mr Fox The Judy Moody series Eliot, Midnight Superhero The Powers – The Not-so-super Superheroes Egg Drop Loveykins by Quentin Blake Two Little Birds by Mary Newell DePalma Have you Heard the Nesting Bird? Mama Built a Little Nest	The Detective Dog Gorilla Dogger Penguin Lost in the Toy Museum The Night Dragon Tell Me a Dragon The Snow Dragon The Dragon Machine Zog	Olga da Polga Rabbit's Bad Habits (Book 1) The Pest in the Nest (Book 2) The Attack of the Snack (Book 3) A Bite in the Night (Book 4) Leaf Little Rabbit Foo Foo
Writing Opportunities					
Sequel stories Wanted posters, letters, retellings from another point of view, lists of rules, character descriptions Non-chronological leaflets Captions, information writing, character descriptions and comparisons	Persuasive letters Posters, lists, postcards, wanted posters, information reports, short stories Environmental campaign Descriptive non-fiction, life cycles, character description	Information texts Letters, retellings, own version narratives Own version adventure narratives Danger posters, setting descriptions, character descriptions, information reports, postcards	Non-narrative poems Writing in role, diaries, letters of advice, short explanations Own version narratives Simple explanations, speech and thought bubbles, setting descriptions, extended explanations	Own version dragon stories Dragon guides & encyclopaedia, letters of advice, dragon machine explanations, shopping lists, descriptions, letters Own version fantasy world narrative Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions	Information booklets Persuasive poster, warning posters (instructional writing), speech bubbles, letter of advice, certificates Leaflet for local landmarks Short explanations, writing in role, reports, adverts

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Poems to share

Blue Balloons and Rabbit Ears

Dragon Poems

Poems to Perform –

Julia Donaldson

ENGLISH : Spelling – Literacy Tree Spelling Seeds

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer
Goldilocks & the Three Bears The /ɔ:/ sound spelt a before l and ll Contractions CEW child, bath, every, father, many, mind, Mrs, Mr, parents, path	The Journey Home Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before i Adding –ing, –ed, –er, –est & –y to w of one syllable ending in a single consonant letter after a single vowel letter The /i:/ sound spelt –ey CEW any, clothes, everybody, fast, great, improve, most, poor, should, who	The Minpins The /n/ sound spelt kn and (less often) gn at the beginning of words The /l/ or /əl/ sound spelt –le at the end of words CEW child, children, clothes, find, hold, Mr, Mrs, only, people, told	Tadpole's Promise The /aɪ/ sound spelt –y at the end of words The suffixes –ment, –ness, –ful, –less and –ly CEW beautiful, both, break, mind, old, only, prove, sure, told, wild	The Dragon Machine Words ending –il The /ɜ:/ sound spelt or after w The /ɔ:/ sound spelt ar after w CEW behind, busy, climb, could, doors, floor, many, parents, people, wild	The Great Fire of London The /s/ sound spelt c before e, i and y The /l/ or /əl/ sound spelt –le at the end of words The /l/ or /əl/ sound spelt –el at the end of words The /l/ or /əl/ sound spelt –al at the end of words CEW any, clothes, everybody, fast, great, improve, most, poor, should, who
The Wolves Adding –es to nouns and verbs ending in –y Words ending in –tion CEW because, class, cold, could, eye, fast, many, most, steak, sure	We Are Water Protectors Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it The possessive apostrophe (singular nouns) CEW water, hold, move, people, old, beautiful, wild, children, plant, bath, every	The Bear and the Piano Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before i Homophones and near-homophones CEW again, even, everybody, kind, last, mind, pass, who, whole, would	If all the Worlds Were... The /ɔ:/ sound spelt a before l and ll CEW children, parents, kind, child, beautiful, because, could, great, past, father	Toys in Space The /r/ sound spelt wr at the beginning of words The /ʌ/ sound spelt o The /o/ sound spelt a after w and qu The /ɜ/ sound spelt s	Rosie Revere, Engineer The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, and y The /l/ or /əl/ sound spelt –el at the end of words CEW after, class, great, hold, hour, half, improve, move, past, water

Phonics – Bug Club Phonics

Resilient

Curious

Respectful

Creative

Independent

Confident

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer
On entry Phase 5 assessment Phase 5 Unit 13 – 22	Unit 23-27 – link to Year 2	Phase 6 - Spelling Rules	Phase 6 – Spelling Rules	Phase 6 – Spelling Rules	Recap spelling rules

ENGLISH: READING – Bug Club ; Liteacy Leaf

Expected Reading Bands

Autumn	Spring	Summer
Turquoise/Purple	Gold/White	White/Lime

Literacy Leaf Reading Comprehension: VIPERS

Vocabulary	Infer	Predict	Explain	Retrieve	Sequence/ Summarise
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer
<i>Cinderella An Art Deco Fairy Tale</i> Lynn Roberts and David Roberts	<i>There's a Rang-Tan in my Bedroom</i> James Sellick <i>Lost Species</i> Jess French	<i>Magic finger</i> Roald Dahl <i>Too Small Tola</i> Atinuke	<i>Fanatical about Frogs</i> Owen Davey <i>Hotel Flamingo</i> Alex Milway	<i>Eric</i> Shaun Tan <i>Ride-by-Nights</i> Walter de la Mare	<i>Ada Twist and the Perilous Pantaloons</i> Andrea Beaty <i>The Street Beneath my Feet</i> Charlotte Guillian

MATHEMATICS – WHITEROSE

Primary Star/Mastery numbers

Autumn	Spring	Summer
Number: Place Value Number: Addition and Subtraction Geometry: Shape	Measurement: Money Number: Multiplication and division Measurement: Length and height Measurement: Mass, capacity and temperature	Number: Fractions Measurement: Time Statistics Geometry: Position and direction

Story maths

<i>How Many Legs?</i> <i>One is a snail, two is a crab.</i> <i>The Perfect Fit – Shape</i>	<i>The Great Pet Sale – Money</i> <i>The Shopping Basket – Money</i> <i>2 x 2 = Boo – Multiplication</i> <i>Actual Length – Length</i> <i>How Long is a Whale? – Length</i> <i>How Much Does a Ladybird Weigh? – Mass</i>	<i>Equal Scmequal – Fractions</i> <i>Just a Second – Time</i> <i>Rosie's Walk' -position and direction</i>
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Ready to Progress Statements

Autumn	Spring
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Resilient

Curious

Respectful

Creative

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Confident

2NPV–1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and nonstandard partitioning. 2NPV–2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10. 2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice. 2AS–1 Add and subtract across 10. 2AS–2 Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more...?”. 2AS–3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number. 2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.	2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. 2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division). 2G–1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.
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Key Instant Recall Facts

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Addition 1 more and 1 less to a number. Add 10 more and 10 less to a number. Writing number words to 10. Writing number words to 20. Writing number words to 100.	Addition number bonds to 10. Addition number bonds within 10. Addition number bonds to 20. Addition bonds that cross 10. Subtraction number bonds from 10. Subtraction number bonds within 10. Subtraction number bonds from 20. Subtraction number bond within 20.	Multiplication facts $\times 2$. (Doubles) Division facts $\div 2$. (Halves) Multiplication facts $\times 5$. Division facts $\div 5$. Multiplication facts $\times 10$. Division facts $\div 10$. Multiplication facts $\times 3$. Division facts $\div 3$.	Find $\frac{1}{2}$ of a number. Find $\frac{1}{4}$ of a number. Find $\frac{1}{3}$ of a number. Days of Week. Months of Year. Number of seconds, minutes, hours and days.	Time to o'clock. Time to half past. Time to quarter past. Time to quarter to. Time past the hour. Time to the hour. Mixed 5-minute interval.	Revision of KIRF across the year.

SAFEGUARDING

Resilient

Curious

Respectful

Creative

Independent

Confident

Relationships	- School Code of Conduct - Characters of Learning (Confidence, Independence, Resilience, Respect, Creative, Curious) - Healthy and happy friendships - Anti-Bullying (Friendship Week) - Odd Socks Day – valuing differences - Appropriate touch - Good touch. Bad touch. - Appropriate language - Right and Wrong - Secrets vs. surprises - Changes and loss - Feelings and changes - Speaking Out to Stay Safe (NSPCC) - Online safety - Identifying trusted adults in school, at home and in the community - Assemblies
Health and wellbeing	- Growth mindset - Healthy and active lifestyles - Rights and responsibilities - Healthy eating and balanced diet - Personal hygiene - Safe use of medicines - Characters of Learning (Resilience, Independence, Confidence) - Feelings (including a talk from Life Education) - Keeping Privates Private - Naming body parts - PANTS (NSPCC) - Inappropriate touch - Safeguarding visuals in the classroom - Safeguarding leads displayed in every classroom - Daily wellbeing check-in - Register check in and sharing - Time to Talk - Assemblies - Coping Strategies with change and stress - Online safety - Mental Health Awareness Week
Living in the wider world	- Road safety (including a talk from Life Education) - Travelling on public transport - Travelling to school - Firework safety - Sun safety - Transition to Juniors - Financial Awareness (NatWest Visit) - Managing risks (forest school) - Managing responsibilities (play leaders) - Online safety - Dialling 999 in an emergency - Knowing the emergency services role and how they help the community - British Values - Beliefs, Values and Respect for different cultures and religion - Right and Wrong - P4C – debating issues - Assemblies - (Respect, Curious, Confident, Independence, Creativity) - Mental Health Awareness Week

PSHE & RELATIONSHIP & HEALTH EDUCATION - SCARF

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Me & My Relationships	Valuing Difference	Keeping Myself Self	Rights and Responsibilities	Being My Best You can do it!	Growing & Changing
<i>Our ideal classroom</i>	What makes us who we are?	Harold's picnic	Getting on with others	My day	A helping hand
<i>How are you feeling today?</i>	My special people	How safe would you feel?	When I feel like erupting	Harold's postcard	Sam moves away
<i>Let's all be happy!</i>	How do we make others feel?	What would Harold say?	Feeling safe	Helping us to keep clean and health	Havn't you gorwn!
<i>Being a good friend</i>	When someone is feeling left out	I don't like that!	Playing games	Harold's bathroom	My body, your body
<i>Types of bullying</i>	An act of kindness	Fun or not?	Harold saves for something special	What does my body do?	Respecting privacy
<i>Don't do that!</i>	Solve the problem	Should I tell?	How can we look after our environment	Basic first aid	Some secret should never be kept
<i>Bullying or teasing</i>	ODD SOCKS DAY		ROAD SAFETY		
<i>Life education dome</i>			Scootsure training		
			Natwest Money sense workshop		

WELLBEING & MENTAL HEALTH

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wonderful me! Experiencing different feelings	People around me: Other people's feelings	Meaning and purpose: Steps to success	Give: Generosity	Healthy body, healthy brain: Being active	Relaxation: Breathing exercises

PE - iPEP

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gymnastics- balance & co-ordination To travel, showing change of speed and direction. To develop body awareness through varying body balances. To create "Teddy bear" and 'Pencil' rolls To create, remember and	Sending and receiving (Invision) To further increase their understanding of space. To begin to aim towards a given target To accurately pass and receive a range of balls To pass and receive a ball	Gymnastics (2-D & 3-D shapes) To control my body whilst balancing & travelling. To turn whilst jumping. To consolidate the positions front, back & side support. To think of more than one way to create a sequence which follows a set of 'rules'. Climb safely.	Games (strike & field) To be able to work effectively within a small group To develop co-ordination when running To negotiate space effectively in group games To develop agility and co-ordination To attempt to create a group	Dance The UK- Traditional dances Do demonstrate sudden and explosive dynamics. To use different floor patterns in the space. To develop relationships – create an excited dance with a partner.	Movements (Athletics) To Run in a coordinated & fluent way over obstacles. To develop awareness of distance & weight. To throw a range of different throwing implements. To develop awareness of distance, height and weight.

Resilient

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perform simple movement sequences. To adopt the positions' Happy cat" and "Angry cat"	using different parts of the body		game using equipment		To hit a ball off a tee.
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COMPUTING – Kapow

AUTUMN	Spring 1	Spring 2	Summer 1	Summer 2
Online Safety What happened when I post online How do I keep my things safe online Who should I ask? It's my choice Is it true?	What is a computer? Key Skills Computer Parts Inputs Technology Safari Invention Real World Role Play	Algorithms and Debugging Dinosaur algorithm Machine learning Through the maze Making maps Unplugged debugging	Programming: scratchJr Using ScratchJr Creating an animation Making a musical instrument Programming a joke 'The three little pigs' algorithm	Creating media: Stop motion What is animation? What is stop motion? Adding effects Creation

Word processing: This unit is taught throughout the year. The knowledge and skills are used and applied across the curriculums.

Learn about word processing and how to stay safe online as well developing touch-typing skills. Introduce important keyboard shortcuts, as well as simple editing tools within a word processor including bold, italics, underline and font colour as well as how to import images.

Online Safety – Education for a Connected World

	Online relationships	This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.
	Online reputation	This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.
	Online bullying	This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.
	Managing online information	This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.
	Health, well-being and lifestyle	This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.
	Privacy and security	This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.
	Copyright and ownership	This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

Resilient

Curious

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SCIENCE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Living Things and Their Habitats Living, dead and never lived (Compare differences) Local habitats Microhabitats World habitats Living, dead and never live (to identify how an animal is suited to its habitat and how they depend on each other) Food chains	Animals Including Humans Animal Offspring Life cycles Growing up Survival Exercise Healthy living	Uses of Everyday Materials Identify uses of different materials Identify and group the use of everyday materials Compare suitability of different materials To find out how the shapes of solid objects made from some materials can be changes by squashing, bending twisting and stretching Focused scientist John McAdam	Micro habit Identify and name a variety of plants and animals Recall that minibeasts live in microhabitats Describe microhabitats and their conditions Describe how microhabitats provide for the basis needs of animals and plants Describe the job of a botanist	plants What do plants need to grow? What is inside a seed? Life cycle of a plant What do plants need to stay healthy How do plants grow in hot, dry or cold places Focused scientist Charles Darwin	Inventors & Investigations Greenhouse growing Doctor’s surgery Discovering germs Charles Macintosh Rachel Carson Wind Power STEAM Week Take One Picture projects
Key Vocabulary					
living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold	offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, survive, survival, water, food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types	opaque, transparent translucent, reflective non-reflective/ flexible rigid shape push/pushing, pull/pulling, twist /twisting, squash/squashing bend/bending, stretch/ stretching	Light Shade Sun Warm Cool Water Space Grow Healthy Bulb Germinate shoot seedling	opaque, transparent translucent, reflective non-reflective/ flexible rigid shape push/pushing, pull/pulling, twist /twisting, squash/squashing bend/bending, stretch/ stretching	
FOREST SCHOOL- Fruits of the Forest					



Acorn Award

- Use a peeler to peel the bark to make a wand/ cooking stick (T)
 - Identify 3 minibeasts and begin to look at habitats (N)
 - Sit independently for Sit Spot within an allocated area
 - Make a potion using natural materials (N)
 - Collect different types of firewood (F)
 - Make a bird feeder (N)
- Work in a small team with support and direction to make a natural low-level obstacle course (Te)

Religious Education- Bromley Local Agreed Syllabus

Religious Education in KS1 is an active enquiry process and is planned around **Big Questions** that relate to **Thinking, Believing and Living** and **Reflecting** and how these impact on their own beliefs, values and lives and that of others.

Believing	What do people believe and do?				
Thinking	How do people respond to ultimate questions and big issues?				
Living	How do beliefs and values make a difference to lives?				
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>How do people show their beliefs and values?</u> How can we show what is important to us through symbols? How do some Muslim people show their beliefs and values in the 5 pillars of Islam in action? Why 99 names of Allah? What do some Jewish people wear and do to show their beliefs about God? Kippah, prayer shawl, 613 laws + creation How do Symbols for Jesus including incarnation, the Cross and	<u>How do people show their beliefs and values?</u> How do Sikh symbols including the 5Ks show what is important to some Sikh people? Belief in equality; quotes, 1 G = circle/bangle How do some Muslims dress to show they belong to their community? And how would you show respect for what some people choose to wear? Christmas 1.How do Christians show their beliefs and values at Christmas?	<u>How do we know what is right or wrong?</u> How do some Jewish people know what is right or wrong? 10 commandments What beliefs, practices and sources support people in living as a Muslim? 5 Pillars of Islam What beliefs, practices and sources support people in living as a Hindu? 5 Precepts based on Buddhism Provide examples through stories of Jesus What beliefs, practices and sources support people in living as a Buddhist? 8Fold Path	<u>How do we know what is right or wrong?</u> How do you know what is right or wrong? Who or what influences you? Easter How do Christians prepare for Easter? Sadness and Joy at Easter	<u>Why do we celebrate births?</u> How do some Hindus people celebrate a new life? Hindu naming ceremony + Brahman What happens at a Christian infant baptism? What do people do? What is most important about baptism for a Christian? Belief in The Holy Trinity and welcoming to church. Symbols in Baptism How are adult baptisms different to infant baptisms?	<u>Why do we celebrate births?</u> How do Hindus celebrate a new life? How do Muslims and Jewish people show commitment to God during their birth ceremonies? Why is a name so important? How else might people celebrate the birth of new babies? Why is it important to celebrate births?

Resilient

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Crucifix for Easter show what is important for some Christian people?					
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GEOGRAPHY - Kapow

Autumn 1	Spring 1	Summer 1
<u>Would you prefer to live in a hot or cold place?</u> - To name and locate the seven continents on a world map. - To locate the North and the South Poles on a world map. - To locate the Equator on a world map. - To describe some similarities and differences between the UK and Kenya. - To investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. - To recognise the features of hot and cold places. - To locate some countries with hot or cold climates on a world map.	<u>Why is our world wonderful?</u> - To identify and locate characteristics of the UK on a map. - To identify human and physical features. - To locate human and physical features on a world map. - To explain the difference between oceans and seas. - To name and locate the five oceans on a world map. - To use an aerial photograph to draw a simple sketch map. - To collect data by sketching findings on a map and completing a tally chart. - To present their findings in a bar chart.	<u>What is it like to live by the coast?</u> - To name and locate the seas and oceans surrounding the UK in an atlas. - To label these on a map of the UK. - To describe the location of the seas and oceans surrounding the UK using compass points. - To define what the coast is. - To locate coasts in the UK. - To name some of the physical features of coasts. - To explain the location of UK coasts using the four compass directions. - To name features of coasts and label these on a photograph. - To identify human features in a coastal town. - To describe how people use the coast. - To follow a prepared route on a map. - To identify human features on the local coast. - To record data using a tally chart. - To represent data in a pictogram. - To describe how the local coast has been used.

HISTORY – Kapow

Autumn 2	Spring 2	Summer 2
<u>How was school different in the past?</u> - To correctly order and date four photographs on a timeline and add some dates. - To ask one question about schools in the past. - To make one comparison between schools in the past and present. - To use sources to research and develop an understanding of what	<u>How did we learn to fly?</u> - To identify important events surrounding the history of flight. - To explain how a significant event has changed the lives of others. - To ask questions about people and events in the past. - To use primary sources to find out about people and events in the past. - To correctly order five events on a timeline.	<u>What is a monarch?</u> - To recall that a monarch is a king or queen. - To explain that recent monarchs in the UK do not have the power to make decisions alone. - To identify some of the monarch's role. - To explain that a king or a queen is crowned in a special ceremony called a coronation. - To name some of the main steps in the coronation ceremony. - To explain the use of special objects in the coronation.

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schools were like 100 years ago. - To identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. - To recognise two similarities and two differences between schools now and schools in the past. - To state whether they would have preferred to go to school in the past or not and explain why.		- To use sources to explain how William the Conqueror became King of England. - To know that monarchs in the past had all the power to make decisions. - To explain how William the Conqueror kept order and conquered England. - To identify the two different types of castle built by the Normans. - To compare the similarities and differences between Norman castles. - To identify features of Norman Castles. - To explain how castles have changed over time. - To recognise that we still have castles today. - To sequence castles on a timeline. - To describe characteristics of the monarchy in the past. - To identify that the monarchy has changed over time. - To make comparisons between past and present monarchy.
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ART – kapow

Autumn 1	Spring 1	Summer 1
<u>Drawing: Tell a story</u> Charcoal mark making: to develop a range of mark making techniques Creating textures: to explore and experiment with mark making to create texture My Toy story : to develop observational drawing Creating characters :to understand how to apply expressions to illustrate a character Tell a story: to develop illustration to tell a story Frieda Kahlo/Picasso - self portraits Gary Hodges fine art British animal artist Talking about illustrators in books	<u>Painting and mixed media: life in colour</u> Colour magic: to develop knowledge of colour mixing Texture hunt: to know how texture can be created with paint Making textures: to use paint to explore texture and pattern Collage creation: to compose a collage, choosing and arranging materials for effect. Developing detail: to evaluate and improve artwork Outdoor Art creating big Art as a class with leaves, sticks etc Henri Matisse collages Salt art Colour mixing with pipettes, making your own chalk paint	<u>Sculpture and 3D: clay houses</u> Exploring Clay: to use my hands as a tool to shape clay Pinch pots: to shape a pinch pot and join clay shapes as decoration Applying skills in clay: to use impressing and joining techniques to decorate a clay tile Designing a tile: to use drawing to plan the features of a 3D model House tiles: to make a 3-D clay tile from a drawn design Look at African Clay Masks Revisit Picasso African period
		Summer 2 National Gallery-Take One Picture: Visit gallery experience: workshop

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		To present artwork and evaluate it against a design brief.
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DESIGN & TECHNOLOGY – kapow

Autumn 2	Spring 2	Summer 2
<u>Mechanisms: Fairground wheel</u> Design a Ferris Wheel: to explore wheel mechanisms and design a wheel Planning the build: to select appropriate materials Building the frame and wheels: to build and test a moving wheel Adding pods and decoration: to make and evaluate a structure with a rotating wheel	<u>Food: A Balanced Diet</u> Hidden sugars in drinks: To know what makes a balanced diet Taste testing combinations: To taste test food combinations Designing and making a wrap: to design a healthy wrap Making and evaluating: to make a healthy wrap	<u>Structures: Baby Bear's chair</u> Explore stability: To explore the concept and features of structures and the stability of different shapes Strengthening materials To understand that the shape of the structure affects its strength Making Baby Bear's chair To make a structure according to design criteria Fixing and testing Baby Bear's chair: To produce a finished structure and evaluate its strength, stiffness and stability National Gallery-Take One Picture: Textiles: Running stitch Using a template Making a pouch Decorating a pouch

MUSIC – Charanga

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pulse, Rhythm and pitch How does music help us make friends?	Playing in an Orchestra How does Music teach us about the past?	Inventing a Musical Story How does Music make the world a better place?	Recognising different sounds How does Music teach us about our neighbourhood?	Exploring Improvisation How does Music make us happy?	Our big Concert How does Music teach us about looking after our planet?

P4C

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
E safety Can people say and do whatever they like online? Harvest Who deserves our charity more, people who are old and have no family or young families with small children?	Friendship Decide what things are essential for friendship. Great Fire of London Is it worth risking your life to help others? Christmas What are the things that make Christmas and	Food Should governments ban advertising unhealthy food on TV Life Where were people before they were born? Money If we had all the money in the world Good because Bad because	Plants What if plants could talk? Worship Should we help people we are not friends with? Dreams How do you know you're not dreaming now?	Environment Are buildings in our environment art? Happiness Would we be happier if we forget the sad times in our lives? Similarities / differences What are the similarities / differences	Seaside Sea or sand? Compromise Can we always agree? Moving on When we grow up can we do everything we want?

Resilient

Curious

Respectful

Creative

Independent

Confident

Community Are all the best things free?	would it still be Christmas if certain things were missing?			between children and adults?	
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British Values

British Value of rule of law	We all follow the rules - Children understand the school's Code of Conduct and Classrooms rules agreed. - Children know that some behaviours are unacceptable. - Children learn about the law and consequences about their rights and responsibilities
British Value of individual liberty	We all have the opportunity to make our own choices - Children are encouraged to be confident and have good mental health and wellbeing - Children reflect on and embrace each other's similarities and differences - Children know they have the freedom to of choice to talk about topics of interest - Children are able to express personal creativity
British value of mutual respect and tolerance for diversity	We all respect one another and we all accept each other's differences - Children respond positively to what others say or do - Children develop respect for each other's cultures and celebrations - Children see positive role models that challenge gender, cultural and racial stereotypes - Children develop respect for their environment
British value of Democracy	We all have the chance to help make decisions - Children take part in a School Council election and each Year 2 Class has 2 representatives who are voted for by the class. - Children nominate themselves to be a Year 2 Play leader - Children are encouraged to develop their enquiry skills and to ask questions Children recognise and respect that other people have different views and opinions.

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