

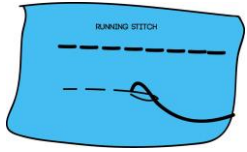


YEAR TWO

| | | YEAR TWO | | | | | |
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| TOPIC(S) / 50 Things | SCHOOL'S OUT | TURRETS & TIARAS | RISE OF THE ROBOTS | UP, UP AND AWAY | WONDERLAND | PAWS & CLAWS | |
| | 31. Receive an award from school 34. Take part in a sporting competition | 21. Visit the library and listen to story 31. Receive an award from school 34. Take part in a sporting competition | 31. Receive an award from school 34. Take part in a sporting competition | 8. Dress up for World Book Day 31. Receive an award from school 32 Watch an egg hatch 34. Take part in a sporting competition 49. Read a book somewhere unusual | 27. Learn to sew a button 31. Receive an award from school 34. Take part in a sporting competition | 12. Learn a new sport 19. Watch a caterpillar turn into a butterfly 31. Receive an award from school 34. Take part in a sporting competition | |
| ENGLISH | 'The day the crayons quit' by Drew Daywalt | 'Winnie & Wilbur: The Naughty Knight' by Valerie Thomas | 'The Iron Man' by Ted Hughes | 'Journey' by Aaron Becker | 'Alice in Wonderland' by Lewis Carroll (Usborne Young Reading) | 'The Hedgehog' by Dick King Smith | |
| | WRITING EXPECTATIONS (FIRST WEEK) | PVPG LESSONS | WRITING TO ENTERTAIN <i>Recount - Diary</i> <i>A day in the life of Iron Man</i> GS DIARY UNIT GUIDE (Escape the Fire) <i>Use this as the writing unit guide but change the theme to 'Iron Man'.</i> | WRITING TO ENTERTAIN <i>Narrative - story</i> GS MODEL TEXT - An unexpected adventure | WRITING TO INFORM <i>Instructions</i> GS MODEL TEXT – How To Make A Healthy Smoothie (Mad Hatter's Tea Party) GS INSTRUCTIONS UNIT GUIDE (How to be an explorer) <i>Use this as a basis for the lesson foci but change the theme to 'smoothies'.</i> | WRITING TO INFORM <i>Non-chronological report</i> GS MODEL TEXT – All About Hedgehogs GS NON-CHRONOLOGICAL REPORT UNIT GUIDE (Marvellous Minibeasts) <i>Use this as a basis for the lesson foci but change the theme to 'hedgehogs'</i> | |
| | POETRY <i>Alliterative Poems (Animal theme)</i> | WRITING TO INFORM <i>Non-chronological report</i> GS MODEL TEXT – Castles in the United Kingdom GS NON-CHRONOLOGICAL REPORT UNIT GUIDE (Marvellous Minibeasts) <i>Use this as the writing unit guide but change the theme to 'castles'.</i> | WRITING TO INFORM <i>Instructions</i> GS MODEL TEXT - HOW TO BUILD YOUR OWN IRON MAN GS INSTRUCTIONS UNIT GUIDE (How to be an explorer) <i>Use this as the writing unit guide but change the theme to 'building an iron man'.</i> | POETRY <i>Adjective Poems (Journey Theme)</i> | WRITING TO INFORM <i>Explanation</i> GS MODEL TEXT - How did afternoon tea start? GS EXPLANATION UNIT GUIDE (How do butterflies change?) <i>Use this as the writing unit guide but change the theme to 'afternoon tea'.</i> | POETRY <i>Shape Poems / Calligrams (Local animals and creatures theme)</i> | |
| | PVPG LESSONS | | NUMBER: Place Value NUMBER: Addition and Subtraction MEASUREMENT: Money NUMBER: Multiplication and Division | NUMBER: Multiplication and Division STATISTICS GEOMETRY: Properties of Shape NUMBER: Fractions | MEASUREMENT: Length and Height GEOMETRY: Position and Direction CONSOLIDATION AND PROBLEM SOLVING MEASUREMENT: Time MEASUREMENT: Mass, Capacity and Temperature CONSOLIDATION | | |
| YEAR TWO | MATHS | | | | | | |

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| SCIENCE | | WORKING SCIENTIFICALLY | | | | | |
| | | <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways <ul style="list-style-type: none"> • observing closely, using simple equipment <ul style="list-style-type: none"> • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions | | | | | |
| PSHE | | USE OF EVERYDAY MATERIALS | ANIMALS, INCLUDING HUMANS | PLANTS | LIVING THINGS AND THEIR ENVIRONMENT | | |
| | | <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>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> | <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> | <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> | <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</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.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>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> | | |
| | | Me and my Relationships | Valuing Difference | Keeping Safe | Rights and Respect | Growing and Changing | Being my Best |
| | | <p>Bullying and teasing</p> <p>Our school rules about bullying</p> <p>Being a good friend</p> <p>Feelings/self-regulation</p> | <p>Being kind and helping others</p> <p>Celebrating difference</p> <p>People who help us</p> <p>Listening Skills</p> | <p>Safe and unsafe secrets</p> <p>Appropriate touch</p> <p>Medicine safety</p> | <p>Cooperation</p> <p>Self-regulation</p> <p>Online safety</p> <p>Looking after money – saving and spending</p> | <p>Life cycles</p> <p>Dealing with loss</p> <p>Being supportive</p> <p>Growing and changing</p> <p>Privacy</p> | <p>Growth Mindset</p> <p>Looking after my body</p> <p>Hygiene and health</p> <p>Exercise and sleep</p> |

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| | ART AND DESIGN | <p>COLOUR, DRAWING</p> <p>Experiment with colour and create repetitive piece inspired by Kandinsky's circles</p> <p>Potential to work collaboratively on a whole class piece where each child contributes a circle.</p> | | <p>FORM, DRAWING</p> <p>Research Theo Jansen sculptures.</p> <p>Design (with a purpose) and make a 3D robot sculpture, using similar constructions methods. Use materials such as paper, wire and straws.</p> | | | <p>FORM, PATTERN</p> <p>Draw animals from the New Forest.</p> <p>Design and make a clay animal from initial sketches. Once dry, paint white.</p> <p>Research Antoni Gaudi's Trencadis Animals.</p> <p>Design a Gaudi inspired pattern and decorate clay animals.</p> |
| YEAR TWO | COMPUTING | <p>DIGITAL LITERACY Online Safety</p> <p>Explain what 'digital footprint' means; know how people can use the information they put online; know that a digital footprint contains information about a person; identify unkind online behaviour; know the course of action to take if they think someone is being unkind to them online; safely search for information online; choose appropriate websites for their age.</p> | <p>DIGITAL LITERACY Technology around us</p> <p>identify examples of technology used in different settings; Describe how they use technology in their lives; identify risks of going online; identify some ways in which technology has changed over time; investigate people who have been significant in shaping the world of information technology; produce creative designs for the information technology of the future.</p> | <p>COMPUTER SCIENCE Using the Internet</p> <p>identify search results that will give some useful information; know where to find the address of a link and log in and post a blog or comments.</p> | <p>INFORMATION TECHNOLOGY Computer Art</p> <p>Recreate a piece of art using a computer program, manipulate shapes and objects to recreate an art style.</p> | <p>INFORMATION TECHNOLOGY Presentation Skills</p> <p>Create folders, print files, add images, format text and text boxes.</p> | <p>COMPUTER SCIENCE Programming turtle/logo</p> <p>Turn the turtle using rt 90 and lt 90, draw squares and rectangles, create simple algorithms using a number of different blocks and use the repeat and green flag blocks to control algorithms.</p> |

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| DESIGN AND TECHNOLOGY | <p>Turrets and Tiaras Baking Scones</p> <p>Measure or weigh using measuring cups or electronic scales. Learn 'rubbing in' method found in many recipes. Sort foods into the 5 groups using The Eat Well Plate. Use basic tools safely. Understand where food comes from.</p> <ul style="list-style-type: none"> To measure ingredients with growing accuracy. To explore the process of 'rubbing in' - rubbing in flour and butter with fingertips. <ul style="list-style-type: none"> To practice beating and folding. To know about oven safety.  | | <p>Rise of the Robots (Moving Robots) wheels and axles.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Explore and evaluate a range of existing products. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms wheels and axels.</p> <ul style="list-style-type: none"> To measure out and mark out materials needed. <ul style="list-style-type: none"> To saw with adult support. To evaluate the success of their model. To make a structure with moving components – chassis, wheels, axel etc.  | | <p>(Hats, Hats, Hats) Sew a story character hand puppet.</p> <p>Explore and evaluate a range of existing products. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles.</p> <ul style="list-style-type: none"> Measure mark out and cut fabric. To sew in a running stitch/overstitch <ul style="list-style-type: none"> To thread a needle. To make a product out of textiles. To evaluate the success of their product.  | |
| | GEOGRAPHY | | | <p>To draw aerial view plans. To devise simple map and construct basic symbols in a key. To locate UK in the map. To identify countries and capital of the UK.</p> | | <p>To locate continents, countries and oceans. To compare local area to a non-European country. (Children can choose the country).</p> |
| HISTORY | <p>The lives of significant individuals: Neil Armstrong</p> <p>Black history – Mae Jemison, first black female astronaut.</p> | <p>Events beyond living memory Great Fire of London</p> <p>Remembrance Week</p> | | <p>Changes within living memory: History of transport.</p> <p>How transport has changed in our local area.</p> | | |
| MUSIC | <p>Pulse Rhythm and pitch MMS</p> <p>Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play</p> | <p>Playing in an orchestra MMS</p> <p>What can you learn about the orchestra?</p> <p>Nativity</p> | <p>Inventing a musical story MMS</p> <p>Music is used for many reasons and can help us to tell a story and express our feelings.</p> | <p>Recognising different sounds MMS</p> <p>Exploring voices and instruments</p> | <p>Have fun with improvisation MMS</p> <p>Listening to Rock music. Singing and playing together in an ensemble</p> | <p>Our Big Concert MMS</p> <p>Put on a big concert! Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt.</p> |

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| YEAR TWO | PE | <p>Linking</p> <p>To apply 'champion gymnastics' to explore different movements that pupils can link together.</p> | <p>Feet 1</p> <p>To develop dribbling using our feet in order to keep control and possession of the ball.</p> | <p>Health and Wellbeing</p> | <p>Mr Candy's Sweet Factory</p> | <p>Games for Understanding</p> <p>To create and understand simple attacking principles, applying them as a team into a game. To develop their understanding of what 'attacking' means and when and why we attack as a team during a game.</p> | <p>Pathways</p> <p>To apply 'champion gymnastics' exploring different pathways (zig-zag), creating movements that pupils can link together.</p> |
| | | <p>Hands 1</p> <p>To develop dribbling in order to keep control and possession of the ball.</p> | <p>Water</p> <p>To explore and respond to a stimuli through structured tasks. To give feedback by describing and interpreting the movement you see.</p> | <p>Team Building</p> | <p>Hands 2</p> <p>To develop pupils' execution of an underarm throw and to extend their understanding of why we need to be accurate when we throw.</p> | <p>Explorers</p> <p>To respond to the stimulus using a range of different, controlled movements. To show how to control and co-ordinate their bodies to perform movements that represent an explorer preparing for an expedition.</p> | <p>Jumping 1</p> <p>To consolidate pupils jumping and to apply an effective jumping technique.</p> |
| | RE | <p>Theme: What did Jesus teach?</p> <p>Key Question: Is it possible to be kind to everyone all of the time?</p> <p>Religions: Christianity</p> | <p>Theme: Christmas – Jesus as gift from God</p> <p>Concept: Incarnation</p> <p>Key Question: Why do Christians believe God gave Jesus to the world?</p> <p>Religions: Christianity</p> | <p>Theme: Prayer at home</p> <p>Key Question: Does praying at regular intervals help a Muslim in his/her everyday life?</p> <p>Religions: Islam</p> | <p>Theme: Easter – Resurrection</p> <p>Concept: Salvation</p> <p>Key Question: How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p>Religions: Christianity</p> | <p>Theme: Community and Belonging</p> <p>Key Question: Does going to a Mosque give Muslims a sense of belonging?</p> <p>Religions: Islam</p> | <p>Theme: Hajj</p> <p>Key Question: Does completing Hajj make a person a better Muslim?</p> <p>Religions: Islam</p> |