

## Maths

### Place Value

### Addition and Subtraction

*See Subject overview.*

## MfL

### Les Salutations

*See Subject overview.*

## PHSE & RSE

*See Subject overview.*

## Physical Education

### Run, jump, throw

### MPCT

*See subject overview.*

## Computing

### Quizzes

*See Subject overview.*

## Culture, Diversity and Equality

Key piece of music: La Vie en Rose by Edith Piaf AND Build me up Buttercup by The Foundations.

Key work of art: Poppy Field 1890 by Vincent Van Gogh.

Key poem: 'Pure Imagination' by Leslie Bricusse and Anthony Newley (performed by Gene Wilder) AND 'What is pink?' By Christina Rossetti.

## Mindful Moments

Pupils will look at how art makes us feel, they will be encouraged to use vocabulary associated with describing their feelings.

Pupils will make links between colour and emotions and use these colours to explain and describe how they feel.

## Year 2

### Autumn 1

## WORTH REPEATING

## English

Star Dust—Narrative

Plants—Information text

Our Trip to the Woods—Recount

**Key Poem:** 'Pure Imagination' by Leslie Bricusse and Anthony Newley (performed by Gene Wilder)

## Geography

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.

Identify seasons and daily weather patterns in the United Kingdom.

Use basic geographical vocabulary to refer to physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Describe how humans affect the local environment e.g. pollution and litter.

Devise simple maps and construct basic symbol keys.

Explore aerial photographs and plan perspectives to recognise landmarks

## Religious Studies

### What can stories teach us?

The tortoise and the hare.

How stories can be made up but contain Truth.

The Good Samaritan. Living life like the Good Samaritan.

Ordinary heroes in everyday life.

The story of Guru Nanak and Malak Bhang. What does it mean?

## Enrichment Experience

Caslon Woods—Field Trip

## Science

### Plants

Observe and describe how seeds and bulbs grow into mature plants

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

## Music

### Introducing beat

*See subject overview.*

**Key Piece of Music:** La Vie en Rose by Edith Piaf AND Build me up Buttercup by

## Art

### Explore and Draw

*See Subject Overview.*

**Key work of art:** Poppy Field 1890 by Vincent Van Gogh

## Learning through Nature

### Art

Create your own watercolour paints from plants in the outdoors.

Using shapes from nature to explore colours, patterns and lines.

Investigate natural patterns and create own patterns using natural materials.

Exploring textures in the outdoor learning area.

Exploring shape and form in nature by making natural sculptures from natural objects.

Exploring form by making clay tree spirit faces.

### PE:

Develop problem solving and motor skills.

Use searching skills to find given items from clues and pictures.

## Maths

**Addition and Subtraction**

**Shape**

*See subject overview*

## PHSE & RSE

*See subject overview*

## MfL

**In the Jungle**

## Physical Education

**Send and Return**

**MPCT**

*See subject overview*

## Computing

**Coding**

*See subject overview*

## Culture, Diversity and Equality

Explore the concept that our DNA can come from anywhere in the world.

Learn what it means to be dual heritage and have root in another country while living in Britain.

## Mindful Moments

Explore how we can feel good in our local area.

What can we do locally?

Where can we go?

Positive impact of activity on our mental health.

How did people use the outdoor area in the past to improve their health?

## **Year 2**

**Autumn 2**

**THEN AND NOW**

## English

My Christmas Star—Narrative

In My Heart—Lyrical explanation

Autumn is Here - Poetry

**Key poem: Off by Heart Poetry Anthology**

## History

Describe similarities between their own lives and those in the past.

Begin to understand cause and effect by considering the actions of important historical figures.

Develop a wider understanding of a time period from a range of sources.

Ask and answer questions about the past from sources e.g. photo-

## Religious Studies

**What was Muhammad like?**

The story of Muhammad. His first revelation – the Night of Power.

Islam and the Qur'an. The example of Muhammad. The thirsty camel. The angry woman.

What do these stories tell us about what Muhammad was like?

## Enrichment Experience

Farm Trip to See Father Christmas

## Science

Asking simple questions and recognising that they can be answered in different ways

Observing closely, using simple equipment

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.

## Music

**Adding rhythm and pitch**

*See subject overview.*

**Key piece of music: Pandemonium** by Evelyn Glennie

## Design Technology

**Brilliant Barges**

*See subject overview*

**Key Piece of Art— Self Portrait: Pablo Picasso/Family Group: Lowry**

## Learning through Nature

**DT**

Learning why and how playground equipment is designed, materials and structure.

Learning how to join materials together in different ways to make strong structures.

Learn how to use pictures and words to show ideas in a plan.

To design and make a product; swing frame and a rectangular frame and a seesaw.

Design and make a product of their choice using the above skills.

**PE**

Work as a pair to navigate space.

## Year 2 —Spring 1

### BRILLIANT BODIES

#### Maths

##### Money

#### Multiplication and Division

*See subject overview.*

#### PHSE & RSE

*See subject overview.*

#### MfL

##### I am able to...

*See subject overview.*

#### Physical Education

##### Yoga

##### Dance

*See subject overview*

#### Computing

#### Information Technology Around Us

*See subject overview*

#### Culture, Diversity and Equality

Dr Ranj

Dr Milad Sharood (singing dentist)

Rosa Parkes

Mary Seacole

Alan L Hart (computer inventor) LGBTQ+

#### Mindful Moment

Pupils think back on all the ways they could treat the planet better.

Ask themselves if they treat all people the same way.

Think about how humans need love, respect and nourishment .

Look at features that make people unique including gender, ethnicity and facial expression.

#### English

The Building Boy—narrative

George and the Dragon—legend

In my Heart: a book of feelings— explanation

**Key poem:** *The Great House* by Jalal An Dim Rumi translated by Coleman Barks

#### Geography

##### How can I look after my body locally?

Use basic geographical vocabulary to refer to key human geographical features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Use world maps, atlases and globes to identify the United Kingdom and its countries, countries of the worlds, continents and oceans.

Use simple compass directions and locational and directional language to describe the location of features and routes on a map.

#### Religious Studies

##### What is prayer?

Different ways of thanking and of praising people.

Different ways of praising God. Christian praise in music.

Praising God in how we live life – the Clown of God.

Muslim praise of God five times a day.

Raising their own questions about prayer.

Capture pupils' thoughts about pray-

#### Enrichment Experience

Catholic Church

#### Science

##### *Animals Including Humans*

Notice that animals, including humans, have offspring 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,

#### Music

##### Focus on Dynamics and Tempo

*See subject overview.*

**Key Piece of Music:** 'Feeling Good' by Nina Simone.

#### Art

##### Stick Transformation Project

*See subject overview*

**Key work of art:** Lowry's Lancashire

#### Learning through Nature

##### Music—Body Percussion

Listen to and identify sounds within outdoor sound scape.

Explore the sounds of nature through natural materials and objects.

Explore our bodies as musical instruments and make sounds through gesture and movement.

Create a musical composition to tell a story of changing seasons.

Layer words with movement and sounds to make natural music.

#### PE

Refine ways to control bodies using a range of equipment.

Use and explore unusual equipment to develop coordination.

<p><b><u>Maths</u></b></p> <p><b>Length and height</b></p> <p><b>Mass, capacity and temperature</b></p> <p><i>See Subject Overview</i></p>	<p><b>Year 2</b></p> <p><b>Spring 2</b></p> <p><b>SHIP WRECK</b></p>		<p><b><u>Science</u></b></p> <p>Performing simple tests.</p> <p>Measuring temperature.</p> <p>Investigations.</p> <p>Gathering/recording data.</p>
<p><b><u>PHSE &amp; RSE</u></b></p> <p><i>See subject overview.</i></p>	<p><b><u>English</u></b></p> <p>Grace Darling—biography</p> <p>Report on Pirates—non-chronological report</p> <p>The Crow’s Tale—adventure story</p> <p><b>Key poem</b>—<i>I Wish I was a Pirate</i> by Tony Bradman</p>		<p><b><u>Music</u></b></p> <p><b>Combine pulse, rhythm and pitch</b></p> <p><i>See subject overview.</i></p> <p><b>Key piece of music:</b> <i>Island in the Sun</i> by Weezer</p>
<p><b><u>MfL</u></b></p> <p><b>Colours and Numbers</b></p> <p><i>See subject overview.</i></p>	<p><b><u>History</u></b></p> <p>Use simple vocabulary associated with the past and to describe the passing of time.</p> <p>Order historical events within a period of history and remember important dates from the past.</p> <p>Begin to understand cause and effect by considering the actions of an important historical figure.</p> <p>Develop a wider understanding of a time period from a range of sources.</p> <p>Ask and answer questions about the past from sources e.g. photographs.</p> <p>Compare the lives of significant historical figures and explore significant events from the time period they</p>		<p><b><u>Art</u></b></p> <p><b>Expressive Painting</b></p> <p><i>See subject overview.</i></p> <p><b>Key work of art:</b> <i>The Great Wave of Kanagawara</i> by Katsushika Hokusai</p>
<p><b><u>Physical Education</u></b></p> <p><b>Yoga</b></p> <p><b>Dance</b></p> <p><i>See subject overview.</i></p>	<p><b><u>Religious Studies</u></b></p> <p><b>Why is Purim celebrated?</b></p> <p>Introduction to Judaism. Trigger artefacts.</p> <p>The belief in a living God.</p> <p>The light that wouldn’t go out.</p> <p>The story of Queen Esther.</p> <p>The celebration of Purim. Why is Purim celebrated?</p> <p>Revisit – Why is Easter celebrated?</p>		<p><b><u>Learning through Nature</u></b></p> <p><b><u>Victorians</u></b></p> <p>Gain an understanding of the incredible Victorian era, what happened, what was made and built and how Beatrix Potter lived her life.</p> <p>Building a bridge using clay and sticks and a raft using lashing techniques and reflecting on the a great Victorian engineer.</p> <p>Gain knowledge about Queen Victoria’s family.</p> <p>Experience and understand some of the games Victorian children would have played.</p> <p>Understand the change in the role of women since Victorian times.</p> <p>Consider the hobbies that Queen Victoria and Beatrix Potter may have enjoyed with their children and developing skills of doing either flora or fauna.</p> <p>Being still, quiet and reflective, making their own natural paintbrushes.</p> <p>Learn and understand how oak gall ink was made and used.</p>
<p><b><u>Computing</u></b></p> <p><b>Digital Photography</b></p> <p><i>See subject overview.</i></p>	<p><b><u>Enrichment Experience</u></b></p>		
<p><b><u>Culture, Diversity and Equality</u></b></p> <p>Female pirates; Grace O’Malley, Anne Bonny, Cheng I Sao</p> <p>Slave ships</p>			
<p><b><u>Mindful Moments</u></b></p> <p>Pupils consider what is important for survival.</p> <p>Explain the difference between ‘wants’ and ‘needs’.</p> <p>Share opinions on what is important to themselves and others e.g. favourite possessions.</p>			

<p><b><u>Maths</u></b></p> <p>Fractions</p> <p>Time</p> <p><i>See subject overview</i></p>	<p><b>Year 2</b></p> <p><b>Summer 1</b></p> <p><b>CREEPY CRAWLIES</b></p>		<p><b><u>Science</u></b></p> <p><b><u>Living Things</u></b></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 the different sources of food.</p>
<p><b><u>PHSE &amp; RSE</u></b></p> <p><i>See subject overview</i></p>	<p><b><u>English</u></b></p> <p>Hibernation—Non-chronological report</p> <p>Plants—Information text</p> <p><b>Key poem:</b> <i>Nature Trail</i> by Benjamin Zephaniah</p>		<p><b><u>Music</u></b></p> <p><b>Having fun with composition</b></p> <p><i>See subject overview</i></p> <p><b>Key Piece of Music:</b> A Hard Day's Night by</p>
<p><b><u>MfL</u></b></p> <p><b>Animals</b></p> <p><i>See subject overview</i></p>	<p><b><u>Geography</u></b></p> <p>Name, identify and locate characteristics of the four countries and capitals of the United Kingdom and its surrounding seas.</p> <p>Identify similarities and differences of the human/physical geography of a local place to that of a contrasting place in a non-European country.</p> <p>Use basic geographical vocabulary to refer to key human features including; city, town, village, farm, factory, house, office, port, harbour and shop.</p> <p>Identify seasonal and daily weather patterns in the UK.</p> <p>Describe how humans affect the local environment e.g. pollution and litter in the UK.</p>		<p><b><u>Art</u></b></p> <p><b>Stick Transformation Project</b></p> <p><i>See Subject overview</i></p> <p><b>Key Piece of Art:</b> Giant Peacock Moth by</p>
<p><b><u>Physical Education</u></b></p> <p><b>Gymnastics</b></p> <p><b>Outdoor Adventurous Activity</b></p> <p><i>See subject overview</i></p>	<p><b><u>Religious Studies</u></b></p> <p><b>Are there signs of God?</b></p> <p>Are there signs of God in the natural world?</p> <p>The Bible creation story (Gen 1:1-4).</p> <p>Observe symmetry, beauty, pattern, regularity in the world.</p> <p>Explore Qur'an statements about signs (ayats) of God.</p> <p>Are there signs of God?</p>		<p><b><u>Learning through Nature</u></b></p> <p><b>Outdoor Adventurous Activity</b></p> <p>Work as a team to complete a task.</p> <p>Use problem-solving skills to complete a simple treasure hunt.</p> <p>Copy and create simple movement pattern.</p> <p>Give clues to a blindfolded person safely.</p> <p>Improve performance through repetition.</p> <p>Use a key on a map to re-create a map with accuracy.</p>
<p><b><u>Computing</u></b></p> <p><b>Making Music</b></p>	<p><b><u>Culture, Diversity and Equality</u></b></p> <p><b><u>Class Readers:</u></b></p> <p>Malala Yousafzai</p> <p>Freedom we sing.</p> <p>Key piece of music: Hard Day's night, the Beatles</p> <p>Key work of art: Giant Peacock Moth, Van Gogh</p> <p>Key poem: Nature Trail, Benjamin Zephaniah</p>		
<p><b><u>Mindful Moments</u></b></p> <p>Pupils reflect on what is happening to the bees and make links about how they feel when they are not treated kindly or fairly.</p> <p>Pupils will look at how they can actively work to protect a species, they will create a bug hotel ensuring creepy crawlies have all they need to keep them safe.</p>			

## Maths

### Statistics

#### Position and Direction

*See subject overview.*

## PHSE & RSE

*See Subject overview.*

## MFL

### Fruits

*See subject overview.*

## Physical Education

### Attack, Defend, Shoot

#### Outdoor Adventurous Activity

*See subject overview*

## Computing

### Pictograms

*See subject overview*

## Culture, Diversity and Equality

Pablo Fanque – first black circus proprietor 1810

Aerialist – Miss Lala/The Black Venus

Key piece of music: Fairground, by Simply Red

Key work of art: Lowry's Lancashire Fair: Good Friday, Daisy Nook.

Key poem: 'Carousel' by Rebecca Kai Dotlich

## Mindful Moments

Pupils will think about the range of emotions they might feel when visiting the funfair.

They will discuss how it is ok to feel nervous and afraid when going on these rides, and think about the things they can do to help them feel safer.

## Year 2

### Summer 2

#### ROLL UP, ROLL UP

## English

How to make a bird feeder—instructions

If I were in charge—poetry

The Marvellous Fluffy Squishy Itty Bitty—Narrative

**Key poem:** *Carousel* by Rebecca Kai Dot-

## History

Begin to identify some ways in which the past is represented.

Recognise how their own lives are different from the lives of people in the past.

Identify and talk about similarities and differences between old and new.

Describe an artefact/object/photo from the past.

## Religious Studies

### Why is the church important to many Christians?

Explore the idea of having a special place – a place of security, where you feel at peace.

Symbols of belief, of God's presence.

Capture pupils own questions and thoughts.

## Enrichment Experience

Seaside—Field Trip

## Science

### 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.

## Music

### Explore sounds and create a story

*See subject overview.*

**Key Piece of music:** *Fairground* by Simp-

## Design Technology

### Fairground Ride

*See subject overview.*

**Key work of art:** *Lowry's Lancaster Fair.*

## Learning through Nature

### Materials

Learning to identify materials and compare their suitability for different purposes.

Learning to test different materials to find out how they can be used for different purposes.

Learning about how materials can change shape when heated.

Learn how to build towers using a range of materials and testing how rigid the towers become.

Learning to classify and sort materials according to their properties.

### PE

Improve agility and coordination in a game.

Begin to choose specific tactics to the appropriate situation.