



Year 2

| | AUTUMN | SPRING | SUMMER |
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| RELIGIOUS EDUCATION | <p>Why are they having a Jewish party?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Key festivals which are important to Jewish people; <input type="checkbox"/> How they are celebrated with reference to specific symbols; <input type="checkbox"/> How these are similar to other festivals, both in Judaism and in other faiths. <input type="checkbox"/> Understanding of important festivals in own life and life of Jewish people; <input type="checkbox"/> Links to thinking, feeling <p>What are God's Rules for Living?</p> <ul style="list-style-type: none"> <input type="checkbox"/> What the 10 Commandments are. <input type="checkbox"/> How these are God's rules for living and Christians (and Jews) believe them to be rules that they are commanded to follow. <input type="checkbox"/> What the 10 Commandments teach about the nature of God. <p>How does the symbol of light help us to understand the meaning of Christmas for Christians?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain that Christians call Jesus 'the light of the world'. <input type="checkbox"/> Understand that Christians believe that as light can guide us in the dark, Jesus guides believers <input type="checkbox"/> Know that the Wise Men were guided by the light of a star so they could visit the new baby king. | <p>Why did Jesus tell stories?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know that Jesus told parables. <input type="checkbox"/> Explain the meaning of the parable of the Lost Sheep <input type="checkbox"/> Understand that a parable is a story that teaches us something. <input type="checkbox"/> Retell a religious story <input type="checkbox"/> Discuss if a choice is right or wrong <input type="checkbox"/> Respond sensitively to questions about their own and others' experiences <p>Who is the saint of our school? What is the story of our school's name?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know who St Mary is and why she is important to Christians <input type="checkbox"/> Know who St Peter is and why he is important to Christians <p>How do the symbols of Easter help us to understand the meaning of Easter for Christians?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know and remember the meaning of the core concept: Salvation <input type="checkbox"/> Retell the Easter story and know and remember its meaning <input type="checkbox"/> Know and remember which symbols teach us about the meaning of Easter for Christians | <p>How do the five pillars of Islam help a Muslim to show commitment to God (Allah)?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand what it means to make a commitment <input type="checkbox"/> Know the Five Pillars of Islam (Shahadah, Salat, Zakat, Sawm and Hajj) <input type="checkbox"/> Describe how the Five Pillars of Islam show a Muslim's commitment to their faith and to God (Allah). <p>Why do Christians make and keep promises before God?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand how many people belong to a faith and that different people belong to different faiths <input type="checkbox"/> Learn about what it means for Christians to belong to a church community; <input type="checkbox"/> Recognise the importance of belonging to different groups for them and for other people. <input type="checkbox"/> Reflect on how knowing we belong affects how we feel and behave. |

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| ENGLISH | <p>Texts studied Vlad and the GFOL Croc and Bird The Queen's Hat Harvey Slumfenburger's Christmas Present The Queen's Present</p> <p>Writing outcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Setting and character descriptions <input type="checkbox"/> Adventure story <input type="checkbox"/> Poem <input type="checkbox"/> Letter writing <input type="checkbox"/> Non-chronological reports <input type="checkbox"/> Diary writing <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use capital letters (sentences and names), full stops and question marks <input type="checkbox"/> Use commas in a list <input type="checkbox"/> Use expanded noun phrases (e.g. the blue butterfly) <input type="checkbox"/> Understand the terms 'common noun', 'proper noun', 'adjective', 'conjunction' and 'verb' <input type="checkbox"/> Use the past and present tense <input type="checkbox"/> Use subordinating and coordinating conjunctions. <p>Reading & Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read for enjoyment <input type="checkbox"/> Participate in discussion <input type="checkbox"/> Discuss and clarify the meaning of words <input type="checkbox"/> Read accurately by decoding and blending <input type="checkbox"/> Make predictions | <p>Texts studied Beegu The Day the Crayons Quit The Queen's Handbag</p> <p>Writing outcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recounts <input type="checkbox"/> Retelling a familiar story <input type="checkbox"/> Instructional writing <input type="checkbox"/> Informal letter <input type="checkbox"/> Persuasive writing <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recap Term 1 <input type="checkbox"/> Understand the terms 'statement', 'questions', 'exclamation', 'command', 'adverb' <input type="checkbox"/> Use different sentence forms; statements, questions, exclamations, commands <input type="checkbox"/> Use question marks and exclamation marks <input type="checkbox"/> Use apostrophes for possession (e.g. Jane's dress) <input type="checkbox"/> Use apostrophes for omission (e.g. don't) <p>Reading & Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss sequence of events <input type="checkbox"/> Make predictions <input type="checkbox"/> Ask and answer questions <input type="checkbox"/> Retrieve and infer | <p>Texts studied One Giant Leap It Starts with a Seed The Secret Sky Garden Elephant Ears Ugly Five</p> <p>Writing outcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Traditional story <input type="checkbox"/> Detailed descriptions <input type="checkbox"/> Newspaper articles <input type="checkbox"/> Explanation writing <input type="checkbox"/> Formal letter <input type="checkbox"/> Recounts <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recap Term 1 and 2 <p>Reading & Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognise simple recurring literary language in stories and poetry <input type="checkbox"/> Make inferences on the basis of what has already been read. |
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| MATHS | <p>Number</p> <ul style="list-style-type: none"> Recognise the place value of each digit in a two-digit number (tens, ones) and use number facts to solve problems Compare and order numbers from 0 up to 100; use <, > and = signs Read and write numbers to at least 100 in numerals Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Add and subtract: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers Solve problems with addition and subtraction including those involving numbers, quantities and measures; applying increasing knowledge of mental and written methods <p>Measures</p> <ul style="list-style-type: none"> Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value <p>Geometry</p> <ul style="list-style-type: none"> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Identify 2-D shapes on the surface of 3-D shapes, (for example, a circle on a cylinder) Compare and sort common 2-D and 3-D shapes and everyday objects Order and arrange combinations of mathematical objects in patterns and sequences | <p>Number</p> <ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Add and subtract including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers Solve problems with addition and subtraction: including those involving numbers, quantities and measures; applying increasing knowledge of mental and written methods <p>Measures</p> <ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit Compare and order length and record the results using >, < and = Apply knowledge of numbers to 100 to read scales to the nearest appropriate standard unit in the context of length (m/cm) Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times Know the number of minutes in an hour and the number of hours in a day Compare and sequence intervals of time <p>Fractions</p> <ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ | <p>Number</p> <ul style="list-style-type: none"> Use place value and number facts to solve problems Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Solve problems with addition and subtraction: including those involving numbers, quantities and measures; applying increasing knowledge of mental and written methods Add and subtract numbers mentally, including: a two-digit number and ones; a two-digit number and tens Add and subtract 2 digit numbers and going beyond 100 in calculations Solve problems involving multiplication and division, including problems in contexts Show that multiplication of two numbers can be done in any order (commutative) and division cannot <p>Measures</p> <ul style="list-style-type: none"> Compare and order volume and capacity and record the results using >, < and = Apply knowledge of numbers to 1000 to read scales to the nearest appropriate standard unit in the context of capacity (litres/ml) and temperature ($^{\circ}\text{C}$) Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order mass and record the results using >, < and = Apply knowledge of numbers to 1000 to read scales to the nearest appropriate standard unit in the context of mass (kg/g) <p>Fractions</p> <ul style="list-style-type: none"> Solve simple problems that involve finding the fractions of shapes and amounts. <p>Geometry</p> <ul style="list-style-type: none"> Describe the properties of 2-D and 3-D shapes |
| SCIENCE | <p>Materials and their everyday uses</p> <ul style="list-style-type: none"> Identify and group everyday materials Compare suitability of materials for different uses Find out how the shapes of solids can be changed by squashing, bending, twisting and stretching <p>Find out about inventors who have developed new materials: Dunlop, Macintosh, McAdam</p> | <p>Animals including humans</p> <ul style="list-style-type: none"> Explain 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 and hygiene Comparing differences between things that are living, dead or have never been alive. | <p>Plants</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Research and explain how plants need water, light and a suitable temperature to grow and stay healthy <p>Living things and their habitats</p> <ul style="list-style-type: none"> 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 Identify and name a variety of plants and animals in their habitats, including micro-habitats 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 |

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| COMPUTING | Online Safety <ul style="list-style-type: none"> □ Online safety guidelines □ Creating a strong message against online bullying Email – we are detectives <ul style="list-style-type: none"> □ Understand that email can be used to communicate □ Develop skills in opening, composing and sending emails □ Use appropriate language in emails □ Develop skills in editing and formatting text in emails Be aware of e-safety issues when using email | Online Safety <ul style="list-style-type: none"> □ Using search engines safely □ Creating strong passwords and keeping them safe Programming and modelling – We are astronauts <ul style="list-style-type: none"> □ Have a clear understanding of algorithms as sequences of instructions □ Convert simple algorithms to programs □ Predict what a simple program will do □ Spot and fix (debug) errors in their programs. Gaming – We are game testers <ul style="list-style-type: none"> □ Describe carefully what happens in computer games □ Use logical reasoning to make predictions of what a program will do □ Test these predictions □ Think critically about computer games and their use □ Be aware of how to use games safely and in Balance with other activities | Online Safety <ul style="list-style-type: none"> □ Solving online safety problems □ Understanding PEGI rating system for games Collecting data – We are zoologists <ul style="list-style-type: none"> □ Sort and classify a group of items by answering questions □ Collect data using tick charts or tally charts □ Use simple charting software to produce pictograms and other basic charts Internet - We are researchers <ul style="list-style-type: none"> □ Develop collaboration skills through working as part of a group □ Develop research skills through searching for information on the internet □ Improve note-taking skills through the use of mind mapping Digital media – We are photographers <ul style="list-style-type: none"> □ Use a digital camera or camera app □ Take digital photographs □ Review and reject or pick the images they take Edit and enhance their photographs |
| HISTORY | The Great Fire of London <ul style="list-style-type: none"> □ Use historical vocabulary such as ‘Victorian times’ □ Know where the Great Fire of London fits within a chronological framework by ordering artefacts and events □ Develop understanding of the concept of continuity and change by describing how life today is different to life in 1666 □ Show they know and understand the key features of the Great Fire of London, choosing and using parts of stories and other sources to gather information. □ Identify some ways in which we find out about the past by using primary and secondary sources to answer questions | Doctor, Doctor <ul style="list-style-type: none"> □ Learning about the lives of significant individuals in the past by researching the lives of Florence Nightingale and Mary Seacole and comparing them. □ Develop confidence placing people/events studied into a chronological framework by using timelines. □ Develop an increased understanding of some ways in which we find out about the past and discuss the reliability of various sources – comparing photographs/stories etc. □ Develop understanding of the concepts of continuity and change by identifying some similarities and differences between ways of life in different time periods. | Explorers and Inventors - Compare significant famous people <ul style="list-style-type: none"> □ Further develop and understanding of ways in which the past is represented by using primary and secondary sources □ Use a wide variety of historical terms by asking and answering questions about significant individuals and their national or international achievements. □ Develop an understanding of where lives the people studied fit into a chronological framework by placing them on a timeline |
| GEOGRAPHY | The World <ul style="list-style-type: none"> □ Use globes and world maps to answer simple questions □ Identify continents and world oceans □ Use a simple map to locate places □ Use a key □ Compare the features of different locations | The UK <ul style="list-style-type: none"> □ Identify and locate the four countries and capitals of the UK and name the surrounding seas □ Give directions using the four compass points □ Identify human and physical features □ Use a simple map to locate places □ Local area/field work traffic survey | Kenya – A contrasting locality <ul style="list-style-type: none"> □ Ask and respond to geographical questions □ Make simple comparisons between two places using geographical vocabulary □ Draw simple maps and use symbols □ Compare the features of different locations □ Use a key |
| DESIGN & TECHNOLOGY | Structures <ul style="list-style-type: none"> □ Understanding the definition and importance of strength, stability and stiffness □ Knowing that different shapes can strengthen or weaken structures and that materials can be manipulated to improve strength and stiffness □ Designing for others, using criteria and applying their knowledge of structures □ Cutting and assembling accurately □ Evaluating examples of natural and manmade structures. | Balanced Diet <ul style="list-style-type: none"> □ Design packaging □ Prepare food safely and hygienically □ Chop safely using the bridge grip □ Conduct product research □ Evaluate a design □ Know the food groups □ Understand what makes a balanced diet. | Mechanisms: Wheels and Axels <ul style="list-style-type: none"> □ Designing mechanisms □ Adapting Mechanisms □ Measuring and cutting accurately □ Following a design brief □ Working to scale □ Identifying materials commonly used for wheels □ Researching and testing mechanisms □ Understanding how an axle works |

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| ART | <p>Drawing: Tell a Story</p> <ul style="list-style-type: none"> □ Develop a range of mark-making techniques □ Explore and experiment with mark-making to create textures □ Develop observational drawing □ Understand how to apply expressions to illustrate a character <p>Craft and Design: Map it Out</p> <ul style="list-style-type: none"> □ Investigate maps as a stimulus for drawing □ Learn and apply the steps of the felt-making process □ Experiment with a craft technique to develop an idea □ Present artwork and evaluate it against a design brief | <p>Painting and Mixed Media: Beside the Seaside</p> <ul style="list-style-type: none"> □ Investigate seaside paintings and impressionist artists as a stimuli for painting □ Investigate mixing a wide range of colours for different effects □ Explore surface texture when selecting and combining materials | <p>Sculpture and 3D: Clay houses</p> <p>Linked with Kenya topic</p> <ul style="list-style-type: none"> □ Explore how clay can be shaped using basic skills □ Practise using the 'score and slip' clay joining technique □ Experiment with working positively and negatively into a clay surface □ Use drawing to plan the features of a 3D model □ Make a 3D clay tile from a drawn design |
| PHYSICAL EDUCATION | <p>Team building</p> <ul style="list-style-type: none"> □ Follow instructions carefully. □ Say when I was successful at solving challenges. □ Share ideas and help to solve tasks. □ Work co-operatively with a partner and a small group. □ Show honesty and can play fairly. □ Understand how to use, follow and create a simple diagram/map. <p>Athletics</p> <ul style="list-style-type: none"> □ Describe how the body feels during exercise. □ Identify good technique. □ Jump and land with control. □ Use an overarm throw to help throw for distance. □ Work with others, taking turns and sharing ideas. □ Show balance and co-ordination when running at different speeds. □ Try the best they can. <p>Fundamentals</p> <ul style="list-style-type: none"> □ Begin to provide feedback using key words. □ Begin to turn and jump in an individual skipping rope. □ Describe how my body feels during exercise. □ Show balance when changing direction. □ Show hopping, skipping and jumping movements with some balance and control. □ Work co-operatively with a partner and a small group. □ Show balance and co-ordination when running at different speeds. <p>Ball Skills</p> <ul style="list-style-type: none"> □ Begin to provide feedback using key words. □ Begin to understand and use simple tactics. □ Dribble a ball with my hands and feet with some control. □ Roll and throw a ball to hit a target. □ Send and receive a ball using both kicking and throwing and catching skills. □ Track a ball and collect it. □ Work co-operatively with a partner and a small group. | <p>Sending and Receiving</p> <ul style="list-style-type: none"> □ Begin to provide feedback using key words. □ Begin to trap and cushion a ball that is coming towards me. □ Accurately throw and kick a ball to a partner. □ Catch a ball passed to me, with and without a bounce. □ Roll a ball to hit a target. □ Track a ball and stop it using hands and feet. □ Work co-operatively with a partner and a small group. □ Work safely to send a ball towards a partner using a piece of equipment. <p>Dance</p> <ul style="list-style-type: none"> □ Begin to provide feedback using key words. □ Copy, remember, repeat and create dance phrases. □ Describe how my body feels during exercise. □ Show a character and idea through the actions and dynamics. □ Use counts to stay in time with the music. □ Work with a partner using mirroring and unison in our actions. □ Show confidence to perform. <p>Target Games</p> <ul style="list-style-type: none"> □ Select the appropriate skill for the situation. □ Throw, roll kick or strike a ball to a target with some success. □ Work co-operatively with a partner and a small group. □ Understand the principles of a target game and can use different scoring systems when playing games. □ Understand what good technique looks like and can use key words in the feedback I provide. <p>Fitness</p> <ul style="list-style-type: none"> □ Describe how their body feels during exercise. □ Show hopping and jumping movements with some balance and control. □ Persevere with new challenges. □ Show determination to continue working over a longer period of time. □ Understand that running at a slower speed will allow me to run for a longer period of time. □ Work with others to turn a rope and encourage others to jump at the right time. | <p>Gymnastics</p> <ul style="list-style-type: none"> □ Begin to provide feedback using key words. □ Have confident to perform my work in front of others. □ Perform the basic gymnastic actions with some control and balance. □ Plan and repeat simple sequences of actions. □ Use directions and levels to make my work look interesting. □ Use shapes when performing other skills. □ Work safely with others and apparatus. <p>Invasion Games</p> <ul style="list-style-type: none"> □ Describe how the body feels during exercise. □ Dodge and find space away from the other team. □ Move with a ball towards goal. □ Sometimes dribble a ball with hands and feet. □ Stay with another player to try and win the ball. □ Know how to score points and can remember the score. □ Know who is on my team and attempt to send the ball to them. <p>Striking and Fielding</p> <ul style="list-style-type: none"> □ Begin to provide feedback using key words. □ Develop underarm and overarm throwing skills. □ Hit a ball using equipment with some consistency. □ Track a ball and collect it. □ Use simple tactics. □ Know how to score points and can remember the score. □ Understand the rules of the game and can use these to play fairly in a small group. <p>Net and Wall</p> <ul style="list-style-type: none"> □ Defend space on my court using the ready position. □ Describe how the body feels during exercise. □ Hit a ball over the net and into the court area. □ Throw accurately to a partner. □ Use simple tactics to make it difficult for an opponent. □ Know how to score points and can remember the score. □ Show good sportsmanship when playing against an opponent. |

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| MUSIC | Pulse and Rhythm <ul style="list-style-type: none"> <input type="checkbox"/> Hear and play along to a beat <input type="checkbox"/> Understand the role of tempo <input type="checkbox"/> Copy and create rhythmic patterns <input type="checkbox"/> Use traditional western notation to represent note values, including rests. <input type="checkbox"/> Read and play simple rhythmic phrases shown using traditional western notation | Pitch <ul style="list-style-type: none"> <input type="checkbox"/> Understand how tuned instruments can be played at different pitches. <input type="checkbox"/> Know about instruments which play most comfortably at different pitches <input type="checkbox"/> Identify music played at a variety of pitches <input type="checkbox"/> Begin to notice intervals between notes of different pitches. <input type="checkbox"/> Learn how to find their natural pitch with their voice and to explore other pitches, noticing how they feel <input type="checkbox"/> Listen to programme music where pitch is used to indicate personality or character. | Making Music <ul style="list-style-type: none"> <input type="checkbox"/> Use a framework to modify a well-known song <input type="checkbox"/> Understand what an 'Ostinato' is and create their own piece of music with a repeating pattern <input type="checkbox"/> Write lyrics to describe an historical event <input type="checkbox"/> Compose own 'call and response' song |
| PERSONAL, SOCIAL and HEALTH EDUCATION (PSHE) | Being Me in my World <ul style="list-style-type: none"> <input type="checkbox"/> Understand rights and responsibilities in school, at home and in the local community. <input type="checkbox"/> Understand rewards and consequences. Celebrating Difference <ul style="list-style-type: none"> <input type="checkbox"/> Understand gender stereotypes. <input type="checkbox"/> Recognise some ways we are similar and different to our friends. <input type="checkbox"/> Understand that bullying is sometimes about difference and that it is never okay. | Dreams and Goals <ul style="list-style-type: none"> <input type="checkbox"/> Understand why dreams and goals are important. <input type="checkbox"/> Choose realistic goals and think about how they can be achieved. <input type="checkbox"/> Persevere when things are difficult. <input type="checkbox"/> Cooperate when working as part of a group. Healthy Me <ul style="list-style-type: none"> <input type="checkbox"/> Know what the body needs in order to stay healthy. <input type="checkbox"/> Understand how medicines work and how they are used safely. <input type="checkbox"/> Understand the importance of eating the right amounts of different types of food. | Relationships <ul style="list-style-type: none"> <input type="checkbox"/> Know the characteristics of healthy family life <input type="checkbox"/> Understand that others' families sometimes look different from their family, but that they should respect those differences <input type="checkbox"/> Know that stable, caring relationships are at the heart of happy families, and are important for children's security as they grow up. <input type="checkbox"/> Understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <input type="checkbox"/> Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Changing Me <ul style="list-style-type: none"> <input type="checkbox"/> Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. <input type="checkbox"/> Explain the natural process of growing from young to old <input type="checkbox"/> Recognise the physical differences between boys and girls, use the correct names for parts of the body. |