

Year 2 overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>English</b>	<p><b>Reading lessons</b> The Great Fire of London by Emma Adams</p> <p><b>Writing</b> <b>Narrative - adventure stories</b> <b>Character Description</b> Traction Man by Mini Grey</p> <p><b>Information Text</b> Anthology of Amazing Animals The Emperor's Egg</p> <p><b>Poetry</b> The Sound Collector by Roger McGough</p>	<p><b>Reading lessons</b> The Owl Who was Afraid of the Dark by Jill Tomlinson</p> <p><b>Writing</b> <b>Narrative - stories with a repeating pattern</b> The Disgusting Sandwich by Gareth Edwards</p> <p><b>Instructions</b> Instructions by Neil Gaiman How to travel through a magical land</p>	<p><b>Reading lessons</b> Fantastic Mr Fox by Roald Dahl</p> <p><b>Writing</b> <b>Shape Poetry</b></p> <p><b>Informal letter</b> The Day the Crayons Quit by Oliver Jeffers</p>	<p><b>Reading lessons</b> The Diary of a Killer Cat by Anne Fine</p> <p><b>Writing</b> <b>Tales with a twist</b> The Paper Bag Princess by Robert Munsch</p> <p><b>Information Text</b> The Manchester Ridgeback Dragon, by Pie Corbett</p> <p><b>Book Review</b> Diary of a Killer Cat by Anne Fine</p>	<p><b>Reading lessons</b> Big Book of the Blue</p> <p><b>Writing</b> <b>Narrative - wordless picture book</b> Journey by Aaron Becker</p> <p><b>Information text</b> Oceans</p>	<p><b>Reading lessons</b> Flat Stanley</p> <p><b>Writing</b> <b>Character Description</b> The Twits</p> <p><b>Recount</b> School trip</p> <p><b>Poetry</b> All the Wild Wonders</p>

<b>Writing</b>	<ul style="list-style-type: none"> <li>- To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</li> <li>- To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</li> <li>- To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</li> <li>- To read aloud what they have written with appropriate intonation to make the meaning clear.</li> <li>- To use the present tense and the past tense mostly correctly and consistently</li> <li>- To use coordination (or/and/but).</li> </ul>	<ul style="list-style-type: none"> <li>- To reread to check that their writing makes sense and that the correct tense is used throughout.</li> <li>- To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</li> <li>- To form sentences with different forms: statement, question, exclamation, command.</li> <li>- To use some subordination (when/if/ that/because).</li> <li>- - capital letters, full stops, question marks and exclamation marks;</li> <li>- To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma</li> </ul>	<ul style="list-style-type: none"> <li>- To encapsulate what they want to say, sentence by sentence.</li> <li>- To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</li> <li>- To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. class) and from their wider experiences.</li> <li>- To use some features of written Standard English.</li> <li>- To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</li> <li>- - commas to separate lists;</li> <li>- apostrophes to mark singular possession and contractions.</li> </ul>
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<b>Reading</b>	<ul style="list-style-type: none"> <li>● develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>○ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>○ discussing the sequence of events in books and how items of information are related</li> <li>○ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>○ being introduced to non-fiction books that are structured in different ways</li> <li>○ recognising simple recurring literary language in stories and poetry</li> <li>○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>○ discussing their favourite words and phrases</li> <li>○ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> </li> <li>● understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> <li>○ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>○ checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>○ making inferences on the basis of what is being said and done</li> <li>○ answering and asking questions</li> <li>○ predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>● participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>● explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>
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<b>Maths</b>	<p><b>Number – place value</b></p> <ul style="list-style-type: none"> <li>Numbers to 20</li> <li>Count objects to 100 by making 10s</li> <li>Recognise tens and ones</li> <li>Use a place value chart</li> <li>Partition numbers to 100</li> <li>Write numbers to 100 in words</li> <li>Flexibly partition numbers to 100</li> <li>Write numbers to 100 in expanded forms</li> <li>10s on the number line to 100</li> <li>10s and 1s on the number line to 100</li> <li>Estimate numbers on a number line</li> <li>Compare objects</li> <li>Compare numbers</li> <li>Order objects and numbers</li> <li>Count in 2s, 5s and 10s</li> <li>Count in 3s</li> </ul> <p><b>Number – addition and subtraction</b></p> <ul style="list-style-type: none"> <li>Bonds to 10</li> <li>Fact families - addition and subtractions bonds within 20</li> <li>Related facts</li> <li>Bonds to 100 (tens)</li> <li>Add and subtract 1s</li> <li>Add by making 10</li> <li>Add three 1-digit numbers</li> <li>Add across 10</li> <li>Subtract across 10</li> <li>Subtract from a 10</li> <li>Subtract a 1-digit number from a 2-digit number (across a 10)</li> <li>10 more, 10 less</li> <li>Add and subtract 10s</li> </ul>	<p><b>Number – addition and subtraction</b></p> <ul style="list-style-type: none"> <li>Add two 2-digit numbers (not across a 10)</li> <li>Add two 2-digit numbers (across a 10)</li> <li>Subtract two 2-digit numbers (not across a 10)</li> <li>Subtract two 2-digit numbers (across a 10)</li> <li>Mixed addition and subtraction</li> <li>Compare number sentences</li> <li>Missing number problems</li> </ul> <p><b>Geometry – properties of shape</b></p> <ul style="list-style-type: none"> <li>Recognise 2-D and 3-D shapes</li> <li>Count sides on 2-D shapes</li> <li>Count vertices on 2-D shapes</li> <li>Draw 2-D shapes</li> <li>Lines of symmetry on shapes</li> <li>Use lines of symmetry to complete shapes</li> <li>Sort 2-D shapes</li> <li>Count faces on 3-D shapes</li> <li>Count edges on 3-D shapes</li> <li>Count vertices on 3-D shapes</li> <li>Sort 3-D shapes</li> <li>Make patterns with 3-D shapes</li> </ul>	<p><b>Measurement - money</b></p> <ul style="list-style-type: none"> <li>Count money-pence</li> <li>Count money-pounds (notes and coins)</li> <li>Count money-pounds and pence</li> <li>Choose notes and coins</li> <li>Make the same amount</li> <li>Compare amounts of money</li> <li>Calculate with money</li> <li>Make a pound</li> <li>Find change</li> <li>Two-step problems</li> </ul> <p><b>Number – multiplication and division</b></p> <ul style="list-style-type: none"> <li>Recognise equal groups</li> <li>Make equal groups</li> <li>Add equal groups</li> <li>Introduce the multiplication symbol</li> <li>Multiplication sentences</li> <li>Use arrays</li> <li>Make equal groups - grouping</li> <li>Make equal groups - sharing</li> <li>2 times-table</li> <li>Divide by 2</li> <li>Doubling and halving</li> <li>Odd and even numbers</li> <li>The 10 times table</li> <li>Divide by 10</li> <li>The 5 times table</li> <li>Divide by 5</li> <li>The 5 and 10 times tables</li> </ul>	<p><b>Measurement – length and height</b></p> <ul style="list-style-type: none"> <li>Measure in centimetres</li> <li>Measure in metres</li> <li>Compare lengths and heights</li> <li>Order lengths and heights</li> <li>Four operations with lengths and heights</li> </ul> <p><b>Measurement – mass, capacity and temperature</b></p> <ul style="list-style-type: none"> <li>Compare mass</li> <li>Measuring in grams</li> <li>Measuring in kilograms</li> <li>Four operations with mass</li> <li>Compare volume and capacity</li> <li>Measure in millilitres</li> <li>Measure in litres</li> <li>Four operations with volume and capacity</li> <li>Temperature</li> </ul>	<p><b>Number – fractions</b></p> <ul style="list-style-type: none"> <li>Introduction to parts and whole</li> <li>Equal and unequal parts</li> <li>Recognise a half</li> <li>Find a half</li> <li>Recognise a quarter</li> <li>Find a quarter</li> <li>Recognise a third</li> <li>Find a third</li> <li>Find the whole</li> <li>Unit fractions</li> <li>Non-unit fractions</li> <li>Recognise the equivalence of a half and two quarters</li> <li>Recognise three quarters</li> <li>Find three quarters</li> <li>Count in fractions up to a whole</li> </ul> <p><b>Measurement – time</b></p> <ul style="list-style-type: none"> <li>O'clock and half past</li> <li>Quarter past and quarter to</li> <li>Tell the time past the hour</li> <li>Tell the time to 5 minutes</li> <li>Hours In a day</li> </ul>	<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Make tally charts</li> <li>Tables</li> <li>Block diagrams</li> <li>Draw Pictograms (1-1)</li> <li>Interpret pictograms (1-1)</li> <li>Draw pictograms (2, 5 and 10)</li> <li>Interpret pictograms (2, 5 and 10)</li> </ul> <p><b>Geometry – position and direction</b></p> <ul style="list-style-type: none"> <li>Language of position</li> <li>Describe movement</li> <li>Describe turns</li> <li>Describing movement and turns</li> <li>Shape patterns with shapes</li> </ul> <p><b>Consolidation and assessment</b></p>

	Science	History	Geography	R.E.	Computing	PSHE	P.E.	Music	Art and Design/Design Technology	Spanish
Term 1	<p><b>Animals including humans</b></p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Know that animals (including humans) have offspring which grow into adults.</li> <li>Describe how an animal changes as it grows</li> <li>Find out about and describe the basic needs of animals (including humans) for survival (air, food, water)</li> <li>Describe how animals (and humans) get air, food and water.</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of foods and hygiene.</li> </ul> <p><b>Key Vocabulary:</b> offspring, growth, reproduce, nutrition, eggs, hygiene, exercise</p> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>Sort and classify living things into simple groups.</li> <li>Notice patterns and relationships between groups.</li> <li>Use scientific language</li> <li>Use secondary sources to find answers to questions.</li> <li>Ask scientific questions.</li> <li>Carry out practical tests and use own observations to suggest answers to questions.</li> <li>Make careful observations and draw simple conclusions.</li> <li>Begin to make predictions.</li> </ul>	<p><b>What caused the Great Fire of London?</b></p> <p><b>Key topics</b> -Understanding key events of the Great Fire of London -How sources from the period can support our understanding, particularly Samuel Pepys diary -How London has changed, focus on buildings, people and transport</p> <p><b>Key skills:</b> -causation and consequence -working with historical documents -chronological order</p> <p><b>Key vocabulary</b> London, Pudding Lane, River Thames, Monument, Tower of London, Samuel Pepys, Charles II, bakers, fireman, leather bucket, cart, diary</p>		<p><b>Why should we care about others and the world, why does it matter?</b> Christianity, the creation story in the bible, Harvest festival and parables</p>	<p><b>Computing Systems and Networks - Information Technology around us (Purple Mash Unit 1.9,2.2)</b></p> <ul style="list-style-type: none"> <li>To recognise the uses and features of information technology</li> <li>To identify information technology in the home</li> <li>To identify information technology beyond school</li> <li>To explain how information technology benefits us</li> <li>To show how to use information technology safely</li> <li>To recognise that choices are made when using information technology</li> </ul> <p><b>Self Image and Identity</b></p> <ul style="list-style-type: none"> <li>To explain how people may look and act differently online and offline</li> <li>Give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened. (Give examples of how they can get help)</li> </ul>		<p><b>Special People</b></p> <p>Identifying special friends, why are they special to me? How should special people care for one another?</p>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Travel in a variety of ways including rolling</li> <li>Roll in to a curled thin or long shape</li> <li>Roll in different ways in a controlled manner (log roll, egg roll, teddy bear roll).</li> <li>Explore actions and movements to create sequences.</li> <li>Climb onto and jump off equipment safely</li> <li>Consider using different levels when travelling</li> <li>Link actions within a sequence</li> <li>Climb onto and jump off equipment safely</li> <li>Jump in a variety of ways and land with increasing control and balance.</li> <li>Move with increasing control and care and precision</li> <li>Create a routine with a clear beginning, middle and end.</li> <li>Work with a partner to share ideas when creating a simple sequence.</li> </ul> <p><b>Jumps</b> Straight, tuck, star, jumping jack, half turn</p> <p><b>Shapes</b> Kneeling balances, standing balances, pike, tuck, star, straight and straddle shapes</p> <p><b>Travelling</b> Bunny hop, skip, tiptoe walk, jump, hop, gallop, leaps</p> <p><b>Roll</b> Pencil Roll (log roll), curled roll (egg roll), teddy bear roll.</p> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>Extending Football skills and games</li> <li>Extending passing, shooting and tackling</li> <li>Understanding attack and defence</li> <li>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>Using KS1 PE Key Words</li> </ul>	<p><b>Art &amp; Design Drawing</b> Studying the work of Giacomo Balla and Paul Klee, exploring shape and drawing techniques (in particular, moving objects)</p> <ul style="list-style-type: none"> <li>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines.</li> <li>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>Draw on different surfaces with a range of media.</li> <li>Start to produce different patterns and textures from observations, imagination and illustrations.</li> <li>Understand tone through the use of different grades of pencils (HB, 2B, 4B).</li> <li>Represent things observed, remembered or imagined using colour / tools in two and three dimensions.</li> </ul>	<p><b>Fruits Unit: LA FRUTA E</b></p> <p><b>Unit Objective: To say what fruit we like and do not like in Spanish.</b></p> <p><b>Skills we will develop:</b> Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in Spanish including a simple opinion.</p> <p><b>Phonics &amp; pronunciation we will see:</b> Recommended phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> <li>J sound in naranja</li> <li>Stress Placement. Words that end in a vowel or 'n' and 's' are normally stressed on the second to last syllable like pe-ra, ce-re-za, ci-rue-la and al-ba-ri-co-que</li> <li>Accents.</li> </ul>

							<p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>- Extending Tag Rugby skills and games</li> <li>- Extending passing, running and tagging</li> <li>- Understanding attack and defence</li> <li>- Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>-Using KS1 PE Key Words</li> </ul>			
Term 2	<p><b>Uses of Everyday Materials</b></p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>● Identify and name everyday materials (wood, metal, plastic, glass, brick, rope, paper, cardboard) and consider their uses.</li> <li>● Compare the suitability of a range of everyday materials for a variety of uses.</li> <li>● Classify everyday materials based on their properties.</li> <li>● Demonstrate and explain how shapes of objects made from some materials can be changed</li> <li>● Explain how inventions and discoveries of others have impacted life today.</li> </ul> <p><b>Key Vocabulary:</b></p> <p>wood, metal, plastic, glass, brick, rope, paper, cardboard, flexible, hard, rough, smooth, opaque, translucent, transparent, solid, purpose, use</p> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>● Sort and classify materials in a variety of ways.</li> <li>● Notice patterns/relationships between groups.</li> <li>● Use scientific language.</li> <li>● Begin to make predictions.</li> <li>● Ask questions and consider how these can be answered through practical enquiry.</li> <li>● Perform simple tests using simple scientific equipment</li> <li>● Use observations, ideas and findings to</li> </ul>		<p><b>The geography of the U.K.</b></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>-Which countries make up the U.K?</li> <li>-What is a capital city? What are the capital cities of the countries of the U.K?</li> <li>-What are the major rivers in the U.K?</li> <li>-What are the names of the seas that surround the U.K?</li> <li>-What is a county and which county do I live in?</li> </ul> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>-Looking at atlases and globes to identify places</li> <li>-locating places on maps using a key</li> <li>-understanding basic human and physical features on aerial photographs</li> </ul> <p><b>Key vocabulary</b></p> <p>England, Northern Ireland, Scotland, Wales, U.K., Capital City, London, Belfast, Cardiff, Edinburgh, river, sea, English Channel, North Sea, Irish Sea, Atlantic Ocean, River Thames, River Trent, River Severn, physical features, human features</p>	<p><b>How and why do we celebrate sacred festivals?</b></p> <p><b>Hanukkah and Christmas</b></p>	<p><b>Creating Media - Digital Photography (Purple Mash 2PaintAPicture, 2CreateAStory)</b></p> <ul style="list-style-type: none"> <li>● To know what devices can be used to take photographs</li> <li>● To use a digital device to take a photograph</li> <li>● To describe what makes a good photograph</li> <li>● To decide how photographs can be improved</li> <li>● To use tools to change an image</li> <li>● To recognise that images can be changed</li> </ul> <p><b>Online Relationships</b></p> <ul style="list-style-type: none"> <li>● Give examples of how someone may use technology to communicate with others they don't know offline and explain why this might be risky. (email, gaming, online pen-pal)</li> <li>● Explain who I should ask before sharing things about myself</li> <li>● Describe different ways to ask for, give, deny my permission online and identify who can help me</li> <li>● Explain why I have a right to say 'no' and explain who can help me if I feel under pressure to agree to something.</li> <li>● Identify who can help me if something happens online without my consent</li> <li>● Explain how it may make others feel if I do not ask their permission or ignore</li> </ul>	<p><b>Bullying:</b></p> <p>Recognising people being unkind and what you should do. To learn strategies to resist teasing and bullying.</p> <p><b>Feelings:</b></p> <p>People's feelings and bodies can be hurt, What makes you feel comfortable and uncomfortable? What kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable?</p>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>● Move in time to music</li> <li>● Copy remember and repeat actions</li> <li>● Create a short motif inspired by a stimulus.</li> <li>● Change speed and levels of actions</li> <li>● Use different transitions within a movement phrase</li> <li>● Improve the timing of actions</li> <li>● Begin to use cannon, unison and mirroring</li> <li>● Compose short motifs involving changes of speed, level, direction using taught skills</li> <li>● Begin to show an awareness of expressive nature of dance in show mood and feelings</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>● Perform learnt skills with increasing confidence</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>● Watch performances by others and use what they see to improve their own performances.</li> <li>● Describe the difference between their work and that of others.</li> </ul> <p><b>Vocabulary</b></p> <p>Rhythm, repeat, motif, levels, transitions, movement phrases, timing, cannon, unison, mirroring, compose, improvise, expression</p> <p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>- Extending Tag Rugby skills and games</li> <li>- Extending passing, running and tagging</li> <li>- Understanding attack and defence</li> <li>- Use rolling, hitting, running, jumping,</li> </ul>	<p><b>-Composing rhythms and performance.</b></p> <p>On this island: British sounds and songs. Continuation of learning about beat, rhythm and notation. Starting to perform rhythms on unpitched instruments.</p> <p>-Beginning to learn composers and periods of music.</p> <p>-Learning songs, singing with a variety of pitch.</p>	<p><b>Design and Technology</b></p> <p><b>m</b></p> <p>Pop up cards</p>	



	<p>answer simple scientific questions and draw conclusions.</p> <ul style="list-style-type: none"> <li>Record own observations</li> </ul> <p><b>Related Scientists</b> John Dunlop, Charles Macintosh, John McAdam</p>				<p>their answers before sharing something about them online</p> <ul style="list-style-type: none"> <li>Explain why I should ask a trusted adult before clicking, yes, agree or accept online.</li> </ul>		<p>catching and kicking skills in combination. -Using KS1 PE Key Words</p> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>Extending Netball skills and games</li> <li>Extending passing, running into space and teamwork</li> <li>Understanding attack and defence</li> <li>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>Using KS1 PE Key Words</li> </ul>			
Term 3	<p><b>Recycling/Sustainability</b></p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Explain the process of recycling.</li> <li>Understand how solid objects can be changed.</li> <li>Explain how recycling impacts positively on the environment.</li> <li>Explain the advantages of recycling.</li> <li>Identify, classify and sort litter into recycling groups based on materials.</li> <li>Suggest ways to reduce waste.</li> <li>Understand how different materials decompose.</li> <li>Investigate how much water we can save.</li> </ul> <p><b>Key Vocabulary:</b> Reduce, reuse, repurpose, recycle, sustainability, sustainable, environment, environmental impact.</p> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>Make comparisons based on simple features.</li> <li>Carry out simple practical tests using scientific equipment.</li> <li>gathering and recording data to help in answering questions.</li> <li>Recognise links of cause and effects.</li> <li>Make observations about the world around them.</li> </ul>	<p><b>Why did the Normans build castles?</b></p> <p><b>Key topics</b> -main events of the Battle of Hastings -why the Normans built castles in the UK -key features of a motte and bailey castle -methods of attacking and defending a castle -impact of Normans on life in England</p> <p><b>Key skills:</b> -chronological order -change and continuity -working with historical documents</p> <p><b>Key vocabulary</b> Middle Ages, Norman, Saxon, Harold, William the Conqueror, Battle of Hastings, Bayeux Tapestry, archer, arrow, cavalry, charge, hill, castle, motte, bailey, keep, moat,</p>		<p><b>How can we learn from sacred books?</b></p>	<p><b>Programming A - Robot Algorithms (Purple Mash Unit 1.5,1.4)</b></p> <ul style="list-style-type: none"> <li>To describe a series of instructions as a sequence</li> <li>To explain what happens when we change the order of instructions</li> <li>To use logical reasoning to predict the outcome of a program (series of commands)</li> <li>To explain that programming projects can have code and artwork</li> <li>To design an algorithm</li> <li>To create and debug a program that I have written</li> </ul> <p><b>Online Reputation</b></p> <ul style="list-style-type: none"> <li>Explain how information put online about someone can last a long time.</li> <li>Describe how anyone's online information could be seen by others</li> <li>To know who to talk to if something has been put online without consent or if it is incorrect.</li> </ul> <p><b>Online Bullying</b></p> <ul style="list-style-type: none"> <li>Explain what bullying is, how people may bully others and how bullying can make someone feel.</li> <li>Explain why anyone who experiences</li> </ul>	<p><b>Staying Safe</b></p> <p>Medicine safety, being safe around the home, preventing disease spreading, vaccinations, tooth health, sun safety. Online Safety.</p>	<p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>Explain how they feel after exercise.</li> <li>Describe and compare how they feel before and after exercise.</li> <li>Identify similarities and differences between their own performance and that of someone else</li> <li>Discuss what they have learnt from watching others and how they will use this to improve their own performance.</li> <li>Combine skills within an activity</li> <li>Identify which skills are needed for a particular activity</li> <li>Complete activities independently and record their scores</li> <li>Suggest some ways that a partner can improve their performance</li> <li>Identify improvements shown on their scorecard</li> <li>Explain which activities show the greatest/least improvement in their performance and give possible reasons why.</li> </ul> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>Extending Netball skills and games</li> <li>Extending passing, running into space and teamwork</li> <li>Understanding attack and defence</li> </ul>	<p><b>Listening and responding.</b> -Learning the ukulele -Focus on composition, writing and performing longer pieces of rhythm on untuned percussion. -Introduce pitches to compositions. - Practising more of musical listening skills, identifying instruments. - Begin to place composers on a historical, musical timeline. -Listen and appreciate different genres of music -Begin to learn Ukulele (alternate weeks)/recorder</p>	<p><b>Art &amp; Design Sculpture</b> Studying the work of Barbara Hepworth, focussing on clay sculpting techniques and creating our own mini sculptures to evaluate</p> <ul style="list-style-type: none"> <li>Manipulate malleable materials in different ways e.g. roll, squash, smooth, carve, pinch.</li> <li>Impress and apply simple decoration techniques including painting.</li> <li>Use tools and equipment safely and in the correct way.</li> <li>Explore carving as a form of 3D art.</li> <li>Use clay, Modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc.</li> <li>Build and construct sculptures using a variety of materials from observation and imagination.</li> <li>Shape and model materials for a purpose from observation and imagination.</li> <li>Produce a sculpture using pinch technique.</li> </ul>	<p><b>Musical Instruments: Los Instrumentos E</b></p> <p><b>Unit Objective: To say what instrument you play in Spanish.</b></p> <p><b>Skills we will develop:</b> To work on improving memory skills. Learning to recognise and learn cognates such as guitarra, piano, clarinet first. Starting to build a short phrase in Spanish using a conjugated verb, 1st person of the verb 'to play' (tocar) and definite determiner/article (el, la or los). Choosing and ordering these words accurately. Learning that in Spanish the personal pronoun 'I' (yo) is often dropped and just toco is used.</p> <p><b>Phonics &amp; pronunciation we will see:</b> Recommended phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> <li>RR sound in guitarra</li> <li>Stress placement. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like trom-pe-ta and gui-ta-rra.</li> <li>Accents.</li> </ul>

					bullying is not to blame. <ul style="list-style-type: none"> <li>Explain how anyone experiencing bullying can get help.</li> </ul>		<ul style="list-style-type: none"> <li>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>Using KS1 PE Key Words</li> </ul> <p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>Extending Basketball skills and games</li> <li>Extending passing, dribbling and defending</li> <li>Understanding attack and defence</li> <li>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>Using KS1 PE Key Words</li> </ul>			
Term 4	<p><b>Plants</b></p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Label the main parts of plants and trees.</li> <li>Describe the stages in the life cycle of a plant.</li> <li>Explain that plants need water, light and a suitable temperature to grow well.</li> <li>Explain that different plants have different needs.</li> <li>Understand the conditions required for seed germination.</li> <li>Explain how we know plants are living things based on understanding of life processes</li> <li>Compare the differences between things that are living, dead /have never been alive.</li> <li>Identify and describe the life processes.</li> </ul> <p><b>Key Vocabulary:</b> Deciduous, evergreen, trunk, branch, root, leaf, blossom, petal, stem, bud, flower, grow, healthy, germination, reproduction, temperature</p> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>Ask simple scientific questions and recognise ways in which these could be answered.</li> <li>Carry out simple practical tests using scientific equipment.</li> </ul>		<p><b>Hot and cold places</b></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>What is the difference between weather and climate?</li> <li>How do the equator and poles relate to the hot and cold places on Earth?</li> <li>What are the four climate zones and where are they?</li> <li>How do climate zones relate to animal habitats?</li> <li>Compare and contrast life for children in two different climate zones.</li> <li>What is extreme weather and how can this impact on people's lives?</li> </ul> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>understand how hot and cold places relates to the poles and the equator</li> <li>identify different climate zones and their features</li> <li>understand the difference between climate and weather</li> <li>compare and contrast different locations</li> </ul> <p><b>Key vocabulary</b> North Pole, South Pole, Equator, Northern Hemisphere, Southern Hemisphere, climate, weather, habitat, climate zone, tropical,</p>	<p><b>Easter and the Resurrection. What do Christians believe?</b></p> <p>Christianity and significance of the Easter story to Christian beliefs</p>	<p><b>Data and Information - Pictograms (Purple Mash Unit 1.3)</b></p> <ul style="list-style-type: none"> <li>To recognise that we can count and compare objects using tally charts</li> <li>To recognise that objects can be represented as pictures</li> <li>To create a pictogram</li> <li>To select objects by attribute and make comparisons</li> <li>To recognise that people can be described by attributes</li> <li>To explain that we can present information using a compute</li> </ul> <p><b>Managing Information Online</b></p> <ul style="list-style-type: none"> <li>Use simple keywords in search engines</li> <li>demonstrate how to use a webpage to get information required.</li> <li>Explain what voice activated searching is and how it might be used and to know it is not a real person (Alexa, Siri)</li> <li>Explain the difference between things that are imaginary and real / true.</li> <li>Explain why some information found</li> </ul>	<p><b>Money</b></p> <p>Where does money come from? What is money used for? How to keep money safe/saving money.</p>	<p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>Stretch their body up smoothly</li> <li>Move between poses while keeping balanced</li> <li>Arch their back up, and dip their back down, smoothly</li> <li>Repeat the yoga sequence with minimal support</li> <li>Use a full range of movements</li> <li>Adapt yoga poses to their own needs</li> <li>Transition smoothly between yoga poses</li> <li>Balance on one leg</li> <li>Create a short sequence of yoga poses</li> <li>Demonstrate a yoga pose to the class</li> <li>Breathe smoothly while in poses.</li> </ul> <p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>Extending Basketball skills and games</li> <li>Extending passing, dribbling and defending</li> <li>Understanding attack and defence</li> <li>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>Using KS1 PE Key Words</li> </ul> <p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>Extending Hockey skills and games</li> </ul>	<p><b>Listening and responding.</b></p> <ul style="list-style-type: none"> <li>Learning the ukulele</li> <li>Introduction of dynamics and pitch to compositions. (Only 2 pitches)</li> <li>looking at moods in music and how this is conveyed through different techniques eg. tempo, pitch</li> <li>Continuing to add to musical history timeline.</li> <li>Learning songs together, to sing as a group with a variety of pitches.</li> <li>Continue with Ukulele/recorder</li> </ul>	<p><b>Design Technology Construction</b></p> <p>Design, make and evaluate catapults to attack a model castle.</p>	

	<ul style="list-style-type: none"> <li>• Make observations about the world around them.</li> <li>• Recognise links of cause and effects.</li> <li>• Use scientific language to share findings.</li> <li>• Make comparisons based on simple features.</li> <li>• Begin to make own predictions</li> <li>• Record simple data</li> </ul>		temperate, warm, cold, hot		online may not be real or true.		<ul style="list-style-type: none"> <li>- Extending passing, dribbling, tackling and teamwork</li> <li>- Understanding attack and defence</li> <li>- Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>-Using KS1 PE Key Words</li> </ul>			
Term 5	<p><b>Living things and their habitats</b></p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>• Identify that most living things live in habitats to which they are suited.</li> <li>• Describe how different habitats provide the basic needs for different kinds of animals and plants and how they depend on each other.</li> <li>• Identify and name a variety of plants and animals in their habitats (inc microhabitats)</li> <li>• Describe how animals obtain food.</li> <li>• Create a simple food chain and identify and name different sources of food.</li> </ul> <p><b>Key Vocabulary:</b> Habitat, microhabitat, living, dead, never alive, dependent, survive, food source, food chain, omnivore, herbivore, carnivore. life processes, growth, movement, respiration, sensitivity, reproduction, excrete, nutrition.</p> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>• Sort objects/living things in to categories</li> <li>• Notice patterns and relationships</li> <li>• Ask simple questions and use observations and information gathered to answer it</li> <li>• Draw and label diagrams</li> <li>• Record simple data</li> <li>• Use Scientific language.</li> <li>• Begin to make predictions.</li> </ul>		<p><b>Oceans and seas Content:</b></p> <ul style="list-style-type: none"> <li>-What are the five oceans called and where are they in relation to the continents?</li> <li>-How do waves travel across oceans? Why are they important?</li> <li>-The 5 ocean layers, marine life and how it survives</li> <li>-The ecosystem of a coral reef and of a beach</li> <li>-The negative impact of people on the ocean</li> </ul> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>-locate the 5 oceans on a world map</li> <li>-develop basic understanding of ecosystems and the impact of humans, positive or negative</li> <li>-understanding the geographical features of different oceans</li> </ul> <p><b>Key vocabulary</b> Human, physical, man-made, natural, sea, ocean, water, mass, salt water, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, habitat, coral reef, sunlight zone, twilight, zone, midnight zones, trench, current</p>	<b>What do Muslims believe?</b>	<p><b>Creating Media - Making Music (Purple Mash Unit 2.7)</b></p> <ul style="list-style-type: none"> <li>• To say how music can make us feel</li> <li>• To identify that there are patterns in music</li> <li>• To describe how music can be used in different ways</li> <li>• To show how music is made from a series of notes</li> <li>• To create music for a purpose</li> <li>• To review and refine our computer work</li> </ul> <p><b>Health, Wellbeing &amp; Lifestyle</b></p> <ul style="list-style-type: none"> <li>• Explain simple guidance for using technology in different environments</li> <li>• Explain how these rules and guides can help anyone accessing online technologies.</li> </ul>	<p><b>Staying safe in my environment</b></p> <p>Railway lines, fire safety, cycle safety. Keeping others safe, secrets. Special people who work in our community. What improves and harms our natural and built environment?</p>	<p><b>Athletics</b></p> <p><u>RUNNING</u></p> <ul style="list-style-type: none"> <li>• Run at different paces</li> <li>• Describe different paces when running</li> <li>• Use a variety of different stride lengths</li> <li>• Travel at different speeds</li> <li>• Begin to select most appropriate pace and speed for distances</li> <li>• Complete obstacle courses</li> <li>• Vary speed and direction of travel</li> <li>• Run with basic technique following a straight or curved line</li> <li>• Begin to maintain and control a run over different distances</li> </ul> <p><u>JUMPING</u></p> <ul style="list-style-type: none"> <li>• Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot</li> <li>• Combine different jumps together with some fluency, balance and control.</li> <li>• Jump for distance from a standing position with balance, accuracy and control.</li> <li>• Investigate the best jumps to cover different distances.</li> <li>• Choose the most appropriate jumps to cover different distances.</li> </ul> <p><u>THROWING</u></p> <ul style="list-style-type: none"> <li>• Throw different types of equipment in different ways, for accuracy and distance. (frisbees, beanbags, tennis balls)</li> <li>• Throw with accuracy at targets of different heights.</li> <li>• Investigate ways to</li> </ul>	<p><b>Inventing a musical story</b> focus on traditional western stories. -Continue to add pitch to compositions and introduction of more. - Look at different types of notation-eg. pictures - Ukulele</p>	<p><b>Design Technology Food Tech</b> The Great Year 2 Bake Off! Design and make a batch of fairy cakes</p>	<p><b>Vegetables LAS VERDURAS E</b></p> <p><b>Unit Objective: To be able to buy vegetables at a Spanish market stall</b></p> <p><b>Skills we will develop:</b> Working on improving memory skills. Remembering more spellings from memory and using a variety of activities to help this. Remembering to always look for cognates first (such as patatas and tomates). Having enough language from memory to perform a short role play.</p> <p><b>Phonics &amp; pronunciation we will see</b> Our phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> <li>• CH &amp; Ñ sound in champiñones</li> <li>• J sound in judías verdes &amp; berenjenas</li> <li>• LL sound in cebollas</li> <li>• Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in fav-or. For words that end in a vowel or 'n' and 's' it is normally second to last syllable like ce-bo-llas.</li> </ul>

							<p>alter their throwing technique to achieve greater distance.</p> <p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>- Extending Cricket skills and games</li> <li>- Extending batting, bowling and fielding</li> <li>- Striking the ball in to space</li> <li>- Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>-Using KS1 PE Key Words</li> </ul> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>- Extending Tennis skills and games</li> <li>- Extending striking the ball, forehand &amp; backhand</li> <li>- Understanding hitting into space</li> <li>- Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>-Using KS1 PE Key Words</li> </ul>		<ul style="list-style-type: none"> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ju-dí-as.</li> <li>• Ñ tilde.</li> </ul>
Term 6	<p><b>Climate Change The Arctic</b></p> <ul style="list-style-type: none"> <li>• Understand how polar animals are adapted to suit their habitats.</li> <li>• Understand how climate change is affecting polar bears.</li> <li>• Understand why sea levels are rising</li> <li>• Consider the implications of rising sea levels.</li> <li>• Consider which materials are best for keeping warm.</li> <li>• Understand how science could have helped Captain Scott reach the antarctic and return safely</li> <li>• Understand what is happening to glaciers over time.</li> </ul> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>• performing simple tests</li> </ul>	<p><b>Why are Ernest Shackleton and Amelia Earhart famous?</b></p> <p><b>Key topics</b></p> <ul style="list-style-type: none"> <li>-the difference between explore, adventure and navigate</li> <li>-motivations of people's desire to explore and adventure</li> <li>-Key events from the explorations of Ernest Shackleton</li> <li>-Significant events in the life of Amelia Earhart</li> <li>-compare and contrast both Amelia Earhart and Ernest Shackleton in terms of success and failure</li> </ul> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>-significance</li> <li>-chronological order</li> <li>-compare and contrast</li> <li>-working with historical documents</li> </ul> <p><b>Key vocabulary</b></p> <p>Shackleton, expedition, Antarctica, Endurance, Atlantic Ocean, Pacific Ocean, Aviation,</p>		<p><b>Programming B - Introduction to Quizzes (Purple Mash Unit 2.1)</b></p> <ul style="list-style-type: none"> <li>• To explain that a sequence of commands has a start</li> <li>• To explain that a sequence of commands has an outcome</li> <li>• To create a program using a given design</li> <li>• To change a given design</li> <li>• To create a program using my own design</li> <li>• To decide how my project can be improved</li> </ul> <p><b>Privacy and Security</b></p> <ul style="list-style-type: none"> <li>• Explain how passwords can be used to protect information, accounts and devices.</li> <li>• Explain, and give examples, of what is meant by 'private' and keeping things private.</li> <li>• Describe and explain some rules for</li> </ul>	<p><b>Transition</b></p> <p>Transition between key stages. Dealing with loss and separation.</p> <p><b>Growing and changing:</b></p> <p>Name main body parts including external genitalia. Changing from young to old.</p>	<p><b>Gymnastics</b></p> <p><u>RUNNING</u></p> <ul style="list-style-type: none"> <li>• Run at different paces</li> <li>• Describe different paces when running</li> <li>• Use a variety of different stride lengths</li> <li>• Travel at different speeds</li> <li>• Begin to select most appropriate pace and speed for distances</li> <li>• Complete obstacle courses</li> <li>• Vary speed and direction of travel</li> <li>• Run with basic technique following a straight or curved line</li> <li>• Begin to maintain and control a run over different distances</li> </ul> <p><u>JUMPING</u></p> <ul style="list-style-type: none"> <li>• Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot</li> <li>• Combine different jumps together with some fluency, balance and control.</li> </ul>	<p><b>Myths and Legends</b></p> <ul style="list-style-type: none"> <li>-Composing with structure</li> <li>-learning about graphic scores</li> <li>-</li> <li>-Compose a song using either unpitched percussion or Ukulele.</li> <li>-Completing historical timeline of composers.</li> </ul>	<p><b>Art &amp; Design Painting</b></p> <p>Studying the work of Wassily Kandinsky, exploring primary and secondary colours and using Kandinsky's work to create own colourful paintings</p> <ul style="list-style-type: none"> <li>-Develop control over the types of marks made. Use a brush to produce marks appropriate to work e.g. small brush for small marks.</li> <li>-Understand the colour wheel and colour spectrums.</li> <li>-Be able to mix all the secondary colours using primary colours confidently.</li> <li>-Develop language of colours.</li> <li>-Recognise and name the primary colours being used.</li> </ul>	



	<ul style="list-style-type: none"> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions.</li> <li>• Recognise links of cause and effects.</li> </ul>	<p>aeroplane, fuel, navigation, Amelia, Earhart, solo, fuel, miles</p>			<p>keeping personal information private</p> <ul style="list-style-type: none"> <li>• Explain how some people may have devices in their homes connected to the internet.</li> </ul> <p><b>Copyright and Ownership</b></p> <ul style="list-style-type: none"> <li>• Recognise that content on the internet may belong to other people.</li> <li>• Describe why other people's work belongs to them.</li> </ul>		<ul style="list-style-type: none"> <li>• Jump for distance from a standing position with balance, accuracy and control.</li> <li>• Investigate the best jumps to cover different distances.</li> <li>• Choose the most appropriate jumps to cover different distances.</li> </ul> <p><b>THROWING</b></p> <ul style="list-style-type: none"> <li>• Throw different types of equipment in different ways, for accuracy and distance. (frisbees, beanbags, tennis balls)</li> <li>• Throw with accuracy at targets of different heights.</li> <li>• Investigate ways to alter their throwing technique to achieve greater distance.</li> </ul> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>- Extending Tennis skills and games</li> <li>- Extending striking the ball, forehand &amp; backhand</li> <li>- Understanding hitting into space</li> <li>- Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>-Using KS1 PE Key Words</li> </ul> <p><b>Golf</b></p> <ul style="list-style-type: none"> <li>- Extending Golf skills and games</li> <li>- Extending grip, strike and direction</li> <li>- Understanding hand/eye coordination</li> <li>- Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>-Using KS1 PE Key Words</li> </ul>		<ul style="list-style-type: none"> <li>-Experiment with paint media using a range of tools e.g. different brush sizes, rollers, hands.</li> <li>-Develop language of brush strokes – dab, flick, stroke, overlay.</li> <li>-Begin to show control over the types of marks made.</li> </ul>	
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