

| | | Autumn | | Spring | | Summer |
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| Year 2 | Topic | Trips and treats | Once upon a time | Out of the ashes | Turrets and Tiaras | Walk on the wild side |
| | Concepts | Change Community | Fairness Respect Empathy | Curiosity Nature Responsibility | | Well-being Conflict |
| | | <p><u>History</u> Compare Victorian seaside to now using primary and secondary sources.</p> <p><u>Geography</u> Use basic geographical vocabulary to refer to key human and physical features e.g. beach, mountain, sea, town, ocean Compare and contrast based on human and physical features •Use aerial photographs and plan perspectives</p> | <p><u>History</u> •Lives of significant historical figures (Guy Fawkes)</p> <p><u>DT</u> •Textiles •Learn how to thread a needle •Learn how to stitch •Understand the safety and basic care of materials</p> <p><u>Music</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> | <p><u>History</u> •Explain a significant event in history and what it means. (Great Fire) •Identify some relevant causes and effects</p> <p><u>Art</u> •Layer different dry media in the same piece of art work •Say what they would change about a piece of art work</p> <p><u>Science</u> •Observe and describe how seeds and bulbs grow into mature plants</p> | <p><u>History</u> •Understand the terms BC and AD •Sequence events on a short timeline, including people and events •Retell a significant event using taught key words and names (Battle of Hastings) •Compare 2 versions of the same event including written, visuals and objects and say which was the most useful. •Observe and handle sources to ask questions •Choose a source to answer a historical questions</p> <p><u>Geography</u> Compare and contrast based on human and physical features</p> | <p><u>History</u> Describe memories of key events in their lives</p> <p><u>Geography</u> •Name and locate the world's seven continents and five oceans (through quick games) •Similarities and differences of a small area of the UK and a contrasting non-European country •Ask geographical questions such as where is it? What is it like? •Use information books, pictures and the internet as sources of information •use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage •Recognise the UK at different scales and sizes and compare</p> |

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| | | <ul style="list-style-type: none"> • Add further detail to a sketch map from aerial photographs • Draw a map of a real/imaginary place using a class agreed key <p>Y1 Geographical enquiry:</p> <ul style="list-style-type: none"> • Use information books and pictures as sources of information <p>Maps (using, drawing and representation)</p> <ul style="list-style-type: none"> • Use an infant atlas to identify countries in the UK and places they have heard of <p>Scale and distance:</p> <ul style="list-style-type: none"> • Use the vocabulary of bigger/smaller | <p><u>Science</u></p> <ul style="list-style-type: none"> • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene (Cross-Curricular with PSHE) • Know how to name and sort foods into the 5 groups in the eat well plate (DT) <p><u>DI</u></p> <p>A 3D textile product can be assembled from joining techniques</p> | <ul style="list-style-type: none"> • Describe and test how plants need water, light and suitable temperature to grow and stay healthy <p><u>Art</u></p> <ul style="list-style-type: none"> • Mix primary colours • Work at different scales (artists) <p>Experiment with techniques e.g. layering and scraping through paint</p> <p><u>Music</u></p> <ul style="list-style-type: none"> • Explore sounds • respond to music with a steady beat <p>recognise pitch</p> | <p><u>Science</u></p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead and things that have never been alive. • 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 <p><u>DI</u></p> <ul style="list-style-type: none"> • Adding detail to a free standing structure <p><u>Art</u></p> <ul style="list-style-type: none"> • Use a range of materials to design and make products • Manipulate clay in a variety of ways e.g., rolling, shaping and moulding <p>Ask and answer questions about the processes they have used when creating their work</p> | <p><u>Science</u></p> <ul style="list-style-type: none"> • Identify and name a variety of animals in their habitats, including microhabitats. • 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. • Describe how animals obtain their food from plants and other animals using the idea of a simple food chain and identify and name different sources of food <p><u>DI</u></p> <ul style="list-style-type: none"> • How to prepare simple dishes • Combining food to make a dish <p>Simple mechanisms (levers/winders/wheels/axles)</p> <p><u>Music</u></p> <ul style="list-style-type: none"> • Experiment with create select and combine sounds using the interrelated dimensions of music • Listen with concentration and understanding to arrange of high quality live and recorded music (Carnival of the animals) |
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| | | <p><u>Science</u></p> <ul style="list-style-type: none">•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 how the shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p><u>Art</u></p> <p>Draw for a sustained period a single object and explore line, shape, colour and pattern.</p> | | | | |
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| <p>PSHE</p> <p>Unit key questions</p> | <p>Relationships</p> <p>What makes a good friend?</p> <p>Why is it good to work with others?</p> | <p>Living in the Wider World</p> <p>Can money buy you happiness?</p> | <p>Health and well being</p> <p>What does change mean and why does it happen?</p> <p>Who keeps me safe?</p> |
| <p>RE</p> | <p>Who is Muslim and how do they live?</p> <p>Why does Christmas matter to Christians?</p> | <p>What is the 'Good news' Christians believe Jesus brings?</p> <p>Who is Jewish and how do they live?</p> | <p>What makes some places sacred to believers? (visit to Synagogue and local church) (C, M)</p> <p>What do Christians learn from the creation story? (LKS2 unit)</p> |
| <p>Computing</p> <p>(Teach computing units)</p> <p>See online safety plan and progression for 'Get Connected Weeks'</p> | <p>Programming A - robot algorithms</p> <p>Programming B - introduction to quizzes</p> | <p>Creating Media - digital photography</p> <p>Creating Media - making music</p> | <p>Data and information - pictograms</p> <p>Keyboard and typing skills</p> |