

Year 2						
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Inventors		Pole to Pole (London's Burning)		Looking after our world	
Literacy	<ul style="list-style-type: none"> • Three phonics lessons a week (following the Read Write Inc scheme). • Non-fiction: Fact-file about inventor (Gather information and present). • Proof-reading. Full stops, capital letters, question marks, exclamation marks, adjectives, noun phrases, conjunctions – to extend ideas, statements. • Fairy tale: Cinderella—Setting description and character descriptive. • Story board own fairy tale based on a known fairy tale. Structured plan of their fairy-tale. • Write beginning and problem. Write ending. Edit, proofread and illustrate. • Poetry – Riddles. Young Riddler competition. Children to write their own riddle. Look at similes, adjectives and ambitious vocabulary. 	<ul style="list-style-type: none"> • Three phonics lessons a week (following the Read Write Inc scheme). • Onomatopoeia – Emotive language and sentence structure. • Poetry (Calligrams) – Fireworks – looking at onomatopoeia. • Diary entry – Write a diary entry from Mary Seacole. Look at emotive language and sentence structure. • Children to write a letter from the viewpoint of Florence Nightingale. Sending a letter home to explain what she has seen and her experiences using vivid description and emotive language. • Features of a recount. Write a recount of the Christmas production. 	<ul style="list-style-type: none"> • Three phonics lessons a week (following the Read Write Inc scheme). • Christmas diary and thank you letters. • Difference between fiction and non-fiction. Sorting statements correctly. Turning descriptive fictional phrases into non-fiction sentences. • Comprehension about the Emperor penguin (reading skills). • Fact file— penguins. • Acrostic poems—about a polar animal. • Storybook: The Polar bear's son (An Inuit's tale). Grammar focus— direct speech. Writing a story ending. • Grammar focus— Conjunctions: and, but, or, because. Conjunctions to join two sentences together. 	<ul style="list-style-type: none"> • Writing a glossary of topic words learnt so far. Teaching focus— alphabetical order, commas for a list and use of glossary in non-fiction texts. • Book week—Leon and the place between. Description—(adjectives and descriptive phrases - noun phrases, conjunctions) • Instruction texts—using adverbs of time (last time, also, after, soon, then etc). • Newspaper article—Arctic explorers. • Storybook—Michael Morpurgo— The rainbow bear. Write story opening. Look at descriptive phrase and punctuation. 	<ul style="list-style-type: none"> • Three phonics lessons a week (following the Read Write Inc scheme). Comprehension and grammar skills embedded in lessons. • Fiction text: 'Jim and the beanstalk' by Raymond Briggs. Writing extracts including a range of punctuation marks: capital letters, full stops, exclamation marks and question marks. • Drama based activities and role play for retelling a traditional story. • Poetry: Earth day poems. Reading, reciting and performing poetry. Comprehension activities about the poem and looking at word meaning/vocabulary. Write a poem based on earth day. • Story writing: Windows – by Jeanie Bake. Focus on inference skills. Looking at thought bubbles for the different characters (what they might be thinking, feeling and why?) • Storyboards and predicting the ending of a story: The Lorax— storyboarding the story and creating an alternative ending. • Leaflets: Writing a non-fiction Leaflet about a natural wonder of the world. 	<ul style="list-style-type: none"> • Fictional story: 'Tin forest' by Helen War and Wayne Anderson. Writing from different viewpoints. Grammar focus: Writing in present and past tense. • Speaking and listening discussions and Comic strips: Text: 'Where's the starfish?' 'Where's the elephant?' Discussion activities about environmental issues seen in the book. Description of setting and characters using noun phrases. Retelling own version of story through comic strips. • Explanation text: Writing a non-fiction explanation text/poster about how to look after the environment. • Letter writing: Writing a letter to the local council about looking after the environment and litter picking in the local area.

Maths	<ul style="list-style-type: none"> • Number and Place Value (including greater than and less than) • Number bonds and fact families. • Mental addition and subtraction. • 2D and 3D shape • Venn diagrams and right angles. • Measurement and length – graphs (link to science) • Problem solving investigations and reasoning. 	<ul style="list-style-type: none"> • Carroll diagrams and ordinal numbers. • Adding and subtracting. • Measure and positional language. • Problem solving week. • Times tables. • Christmas maths. 	<ul style="list-style-type: none"> • Problem-solving investigations. • Addition and subtraction using number bonds (to 10, to 20, to 100) Finding the difference. • Making amounts of money and finding change. • Telling the time—analogue: O'clock, half past, quarter to and quarter past. • Telling the time—digital: O'clock, half past, quarter to and quarter past. • Multiplication - Patterns in the 2 and 4 times table • Division—sharing into equal amounts. • Fractions: Finding a half of a shape and an amount. 	<ul style="list-style-type: none"> • Halving and doubling • Fractions: finding halves, quarters and thirds of shapes and amounts • Times tables: revision of 2,5 and 10, introducing 3 & 4 • Times tables as arrays and in worded problems • To divide using times table knowledge and apply in worded problems • Tally charts, bar graphs • Money: making amounts and calculating change in worded problems 	<ul style="list-style-type: none"> • Mental addition & subtraction: add/subtract 2-digit numbers by counting on/back in tens and ones, partitioning, add two 2-digit numbers using 10 and 1p coins, count in 100s to 1000. • Number & Place value: Locate, order and compare 2-digit numbers on hundred square and number line, • Problem solving, reasoning & algebra: use doubles and number bonds to solve worded and missing number questions, understand subtraction as difference • Measurement: measure weight in standard units, draw a block graph with one square equalling two units, weigh items in multiples of 1kg and 100g, measure capacity in litres and multiples of 100mls. • Mental multiplication and division: double multiples of 10 and 5, double 2-digit numbers ending in 1,2,3 or 4, • Fractions, ratio and proportion: find a quarter by halving twice, begin to find 3/4 of numbers, find 1/2, 1/4 and 1/3 of amounts through sharing, spot patterns and make predictions when finding thirds. 	<ul style="list-style-type: none"> • Mental addition and subtraction: counting back in 10s and 1s to solve subtraction, begin to see addition as the inverse of subtraction, partition to add two 2-digit numbers, find the difference between two 2-digit numbers, • Number & place value: • Measurement: • Problem solving, reasoning and algebra: • Mental multiplication and division:

History/Geography	History: Autumn 1 and 2 —Inventors <ul style="list-style-type: none"> • Inventor of the life-raft—Maria Beasley. Look at the progression of inventions over the past 200 years and the change they have influenced in our world today. • Nancy Johnson (Making ice-cream). • Alexander Graham-Bell. Communication through history. • Wright brothers. Invention of the aeroplane. • Karl Benz. Invention of the car. Cars through the ages. • Important and influential nurses who helped change how hospitals run — Mary Seacole and Florence Nightingale. • Elizabeth Magie (inventor of board game) • Modern inventors and current technology: Steve Jobs 		Geography Spring 1 and 2 —Pole to Pole <ul style="list-style-type: none"> • Locating the Arctic and Antarctica on a world map and describing these places. • Polar habitats - comparing this to habitats in the UK. • Polar animals - look at how these animals survive in the Polar Regions. Children to research one polar animal and present their findings. • Polar weather and climate. Comparing the weather and climate of the Polar Regions to other areas in the world. (Look at 4 different climates - compare and discuss). • Comparing different types of houses - and recognising the similarities and differences and why houses might be made differently in different areas/climates etc. (including polar regions and hotter countries). • World map - label 5 oceans. Label the equator and look at countries on the equator and far away from the equator and how this affects climate/weather. • Use aerial photographs (of arctic regions – compared with other cities, terrain etc) and plot on world map. • Look at polar explorers. Create a survival guide for living in the Polar Regions. 	<ul style="list-style-type: none"> • Map work: Identify and locating the four countries of the UK, the capital cities and surrounding seas. • Map work: Human features: Comparing pictures of different cities and rural areas of the UK and identifying human features. • Map work: Physical features – Look at maps, atlases and keys to identify the physical features. Creating own treasure island maps which include these physical features. Creating a key. • 7 natural wonders of the world. Labelling these places on the map. What makes them a wonder of the world? • Aerial photographs of London. Identifying different landmarks. 	<ul style="list-style-type: none"> • Aerial photographs of the local area. Plotting landmarks; studying local maps. Going on a walk in our local area to see landmarks in real life. • ‘Reduce, Re-Use and Recycle’. Making lists of ways in which we already do these three things. • Formulating a class strategy for ‘looking after our immediate environment’. • Recycling: Making posters. Recycling/junk modelling/fashion show. • Litter picking in local area. Writing to our local council. Divide the litter into two boxes for recyclable and non-recyclable items. Creating bar charts to show the most common things that people throw away. Are we wasting the world’s resources by using so much? Can we do something about this?
Science	<ul style="list-style-type: none"> • Material investigation - What material would keep our feet dry in the life raft? Which materials are waterproof? • Ice cream investigation - How can we keep ice-cream cold? • Material investigation: Making string telephones using different materials. Which material is most effective for sound travel? • Material investigation: Making paper aeroplane using different designs 	<ul style="list-style-type: none"> • Simple electrical circuits. • Materials and their properties: bending, stretching, twisting, squashing. • Identifying materials and properties - Identifying solids, liquids and gases. • School trip - Lookout Discovery Centre. 	‘ Pole to Pole’ <ul style="list-style-type: none"> • Comparing and sorting things that are living, dead or never been alive. • Habitats of different kinds of animals. • Food chains (producer, consumer, herbivore, carnivore etc). • Insulation investigation—to see which material insulates warm water the best. Children recording results in a table and line graph to show clear comparisons. • Basic needs for human survival. • Animal survival in Polar Regions - adaptations. • Microhabitats - looking at our local environment and exploring habitats. • Habitats of different types of plants. 	<ul style="list-style-type: none"> • Plants: What do plants need to grow? Light, Food, Space. Planting beanstalks and monitoring/measuring throughout the term. • Plant investigation: The effect of light to make plants grow. Plants placed in different areas around the school and children to monitor growth. • Plant investigation: The effect of water to make plants grow. • Plant investigation: The effect of space to make plants grow. 	<ul style="list-style-type: none"> • The effect of exercise on the human body. • Healthy eating: What makes a balanced meal? Introduction to food groups. • Healthy eating: Looking at food packaging. • Hygiene: The reasons why we wash our hands—the effect of bacteria. • Hygiene: Looking after our teeth. Dentist visitor to come in and talk to the children.

	<p>(shapes) and materials to see if this affects how far the plane travels.</p> <ul style="list-style-type: none"> • Material investigation—friction. Which surface allows the car to travel the furthest? • How can we make a fair test? • What is your prediction? • What are the results? Is this different or the same as your prediction? • 				<ul style="list-style-type: none"> • Plant investigation: Looking at roots—plant in coloured water. • Looking at different plants around the world – in different places/climates etc. Plant survey in local area. 	
Art/DT	<p>Art</p> <ul style="list-style-type: none"> • Drawing and sketching using proportions and guide lines —self-portrait. • Drawing the human body in proportion using guide lines. • Abstract art of the human body: Henri Matisse—Children to create their own version of Icarus. • 3D shape mobile (link to maths work—3D shapes and nets) <p>DT</p> <ul style="list-style-type: none"> • Design and make catapults using a range of materials. (Link to topic and science—testing out the catapults). 	<p>Art</p> <ul style="list-style-type: none"> • Firework artwork using different media: Digital artwork using the laptops and 2Paint; 3D sculptures using card, pipe-cleaners and fabric; painting fireworks. • Mixed media painting—create a winter landscape scene using masking tape as a resist and painting on top. Masking tape removed once paint is dry. • 3D Christmas cards—pop out mechanisms using collage <p>DT</p> <ul style="list-style-type: none"> • Design and make board games (Link to topic—inventor of the board game). 	<p>Art</p> <ul style="list-style-type: none"> • Drawing and sketching using proportions and guide lines —pictures of penguins and polar bears • 3D model of penguin using a variety of materials. • Mixed media and collage effect for pictures of polar bears. <p>DT</p> <ul style="list-style-type: none"> • 3D model of penguin using a variety of materials • Making props for Key Stage One production • Valentine’s Day card 	<p>Art</p> <ul style="list-style-type: none"> • Northern lights collage/silhouette piece using pastels <p>DT</p> <ul style="list-style-type: none"> • Mother's Day card 		
RE	<ul style="list-style-type: none"> • Rituals for welcoming a new baby (Hinduism). • Harvest festivals—why this festival is celebrated and how the church is decorated. • Important milestones including birthdays. • Sharing a meal after worship. 	<ul style="list-style-type: none"> • Jewish festival Hanukkah. Rama and Sita, Hanukkah. • The Diwali story (Festival of light). • Preparations for important events, Christmas and festivals. 	<ul style="list-style-type: none"> • Different religious groups have different buildings or 'special places' where they go to worship and pray • Worshiping at home focusing on puja in Hinduism and religious artefacts such as crucifix in Christianity 	<ul style="list-style-type: none"> • Identifying the features of cathedrals and churches in Christianity • Identifying the features of a synagogue in Judaism including the Star of David • Identifying features of a Hindu temple doorway • Re-telling the story of St. Bernadette and being able 		<ul style="list-style-type: none"> • Preparation for changing to Year 3: what do religions tell us about change?

				<p>to say what is special about Lourdes</p> <ul style="list-style-type: none"> Identifying special places for Buddhists. 		
ICT	<ul style="list-style-type: none"> E-safety Emails Coding (Purple Mash Algorithms and debugging) 2Paint—Firework art 2Publish—Christmas cards 	<ul style="list-style-type: none"> Spreadsheets (Purple Mash 2Calculate) Columns, rows, copy, paste, creating a table of data. 	<ul style="list-style-type: none"> Spreadsheets—copying and pasting—totalling tools. Using a spreadsheet to add amounts. Creating a table and block graph in 2calculate. 	<ul style="list-style-type: none"> Creating pictures – Impressionist art Creating pictures – Pointillist art Creating pictures – Mondrian Creating pictures – William Morris Creating pictures – Explore Surrealism and eCollage and patterns. 	<ul style="list-style-type: none"> Questioning: Using 2calculate to create pictograms. Questioning: Looking at Yes/No answers. Questioning: Constructing a binary tree. Questioning: Using 2question to create a Binary tree. Questioning: Using a database to answer complex questions (2investigate). Effective Searching: Search engines 	<ul style="list-style-type: none"> Effective Searching: Searching the internet. Effective Searching: Creating a leaflet to help someone search on the internet. Presenting ideas: Presenting a story in three different 3 ways. Presenting ideas: Presenting ideas as a quiz (2quiz) Presenting ideas: Making a presentation.
Music	<p>“Hands, Feet, Heart” from Charanga Scheme of Work:</p> <ul style="list-style-type: none"> Celebrating the Music of Africa. African Dance Clapping and Rhythm games from Africa, developing percussion skills, creating and combining sounds. <p>Preparation for Whole School Harvest Festival</p>	<p>Revision of Rounds and working on more complex rounds, holding a part on their own.</p> <p>Rhythm Games</p> <p>Preparation for Whole School Christmas Service</p> <ul style="list-style-type: none"> Singing as a group Learning words, with focus on phonetic awareness of hard and soft consonant sounds Holding a beat 	<p>Preparation for Year 1 / 2 Class show: “White Wings”</p> <p>Skills:</p> <ul style="list-style-type: none"> Acting while singing Vocal control for dynamics <p>Singing two part songs and simple harmony exploration. Simple Chord theory.</p>	<p>“Zootime” from Charanga Scheme of Work</p> <ul style="list-style-type: none"> Reggae Music singing and appraising Playing Steel pan drums in a musical way, looking at control of beaters and holding a steady tempo. Creating pentatonic melodies Thinking about different sounds made from environmental objects 	<p>“Friendship song” from Charanga Scheme of Work:</p> <ul style="list-style-type: none"> How do we sing and act to our friends? Major / Minor keys—how can music affect our moods? Building on musical understanding including more sophisticated repertoire to describe music: <i>crescendo</i>, <i>diminuendo</i>, <i>piano</i>, <i>forte</i> <p>Round Singing / Ostinato work</p>	<p>Reflecting on the year, building up to final performance skills for Prize Day:</p> <ul style="list-style-type: none"> Creating a believable performance Moving on and off a stage in a controlled manner Singing with confidence <p>Mastering challenging words</p>
PE	<p>Autumn 1 - Gymnastics</p> <ul style="list-style-type: none"> Work together to perform a sequence of 3 differing movements. Be able to perform basic gymnastic movements individually. Create more complex gymnastic sequences both individually and within a group. 		<p>Spring 1</p> <p>Dance</p> <ul style="list-style-type: none"> Remember and repeat simple skills and actions with increasing control and co-ordination. Explore how to choose and apply skills and actions in sequence and in combination. Describe what they have done. Observe and describe what others have done. 		<p>Summer 1 – Short Tennis</p> <ul style="list-style-type: none"> To be able to demonstrate how to use a tennis racket correctly To understand the action used when playing a variety of tennis shots To hit the ball with a racket correctly displaying increased control. To hit a shot over a net. To display an ability to outwit an opponent. 	

	<p><u>Autumn 2 – Ball Skills</u></p> <ul style="list-style-type: none"> To further develop catching, throwing and bouncing. To show increased control in sending, receiving and travelling with a ball alone, and with a partner. Respond readily and safely to instructions. To play more advanced team games. <p><u>Football</u></p> <ul style="list-style-type: none"> Children will further develop their skills of dribbling, passing and shooting. <p><u>Netball</u></p> <ul style="list-style-type: none"> Children will experience working with a variety of equipment and to explore individual skills during play. In all games activities, children will learn movement skills relevant to games, including running, stopping, jumping, chasing, dodging and skipping. Children will begin to make use of space and start to think about outwitting an opponent. Will begin to watch and describe others' performances, as well as their own. To keep and run a game using a set of rules. <p><u>Swimming</u></p> <p>Children attend a weekly swimming lesson throughout the year.</p> <ul style="list-style-type: none"> Year 2 follow the ASA Learn to swim pathway. 	<ul style="list-style-type: none"> Use what they have learnt to improve the quality and control of their work. Recognise and describe how their bodies feel during different activities Use movement imaginatively, responding to stimuli Express and communicate ideas <p><u>Rugby</u></p> <ul style="list-style-type: none"> Children will focus on introducing and developing basic skills for tag rugby. In all games activities, children will think about how to use core skills and apply basic tactics in order to attack the opposition. Individuals will learn to make informed decisions during small sided games and plan attacking ideas. To understand the effect of exercise and its importance. To develop an attitude of fair play and enjoyment through games activities. <p><u>Hockey</u></p> <ul style="list-style-type: none"> Children will focus on developing basic skills for hockey and performing them under control. In all games activities, children will think about how to use basic strategies to advance on the opposition. They will learn to plan basic principles of attack and make informed decisions during small sided games. To understand the effect of exercise and develop an attitude of fair play, sportsmanship and enjoyment. <p><u>Swimming</u></p> <p>Children attend a weekly swimming lesson throughout the year.</p> <ul style="list-style-type: none"> Year 1 follow the ASA Learn to swim pathway. 	<p><u>Summer 2 – Athletics</u></p> <ul style="list-style-type: none"> In this unit pupils will experience running, jumping and throwing activities. Pupils will accurately replicate running challenges and competitions that require speed and changes in direction. In all athletic based activities Pupils will engage in performing skills and measuring performance. Pupils will develop the ability to follow safety procedures and handle equipment correctly. <p><u>Striking and Fielding</u></p> <ul style="list-style-type: none"> Children will be introduced to and develop a range of sending, receiving, batting and bowling skills, especially in specific striking and fielding games. Children will work on the common skills and principles, including attack and defence. To develop an attitude of fair play, sportsmanship and enjoyment. <p><u>Swimming</u></p> <p>Children attend a weekly swimming lesson throughout the year.</p> <ul style="list-style-type: none"> Year 1 follow the ASA Learn to swim pathway.
<p>PSHEE</p>	<p><u>Autumn 1</u></p> <ul style="list-style-type: none"> Class rules and values. Target setting - What do I want to achieve this year? Codes of behaviour—what if questions <p><u>Autumn 2</u></p> <ul style="list-style-type: none"> New Year's resolutions—reflecting on the year and what to look forward to this year. Look at attitudes and behaviours. Teasing and bullying – how to treat others – that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) How to deal with incidents of bullying. 	<p><u>Spring 1</u></p> <ul style="list-style-type: none"> Agreed values/codes of behaviour. Developing respect for own culture and beliefs and those of other people. Right and wrong—consequences of actions. Fear, frustration and happiness - expressing emotions – what can I say or do when people bug me? Strategies for handling emotions. <p><u>Spring 2</u></p> <ul style="list-style-type: none"> The right to be safe, the right to education, the right to medical care. Sharing opinions—the concept of voting. Caring for others: Looking after a pet and care of a baby. 	<p><u>Summer 1:</u></p> <ul style="list-style-type: none"> Healthy eating and exercise—what constitutes a healthy lifestyle including dental hygiene. How to play and playing safely. Choosing a friend: Issues of loyalty and jealousy in friendships. The family – Identifying their special people (family, friends, carers), what makes them special and how they should care for them. <p><u>Summer 2:</u></p> <ul style="list-style-type: none"> People who help children in school: Generosity Caring for the environment: Environment problems—the need to recycle. Small changes making a big difference.
<p>Languages - French</p>	<ul style="list-style-type: none"> Geography and culture of France Learn simple greetings in French. Asking for something and saying thank you—link to Languages week and International café. 	<ul style="list-style-type: none"> Greetings for 'Happy New Year'. Animals—children to listen and understand simple sentences then write their own simple sentence. Seasons 	<ul style="list-style-type: none"> Vocabulary for different insects. Looking at and translating a short text about insects. Parts of the face.

	<ul style="list-style-type: none"> • Colours • Knowing how to ask how someone is feeling and responding to the question: How are you? • Animals • Count to 20 • Respond to simple instructions • Learning to translate • Christmas vocabulary and expressions 	<ul style="list-style-type: none"> • Clothing • Comprehension skills—listening to describing sentences about clothes and translating what has been said. • 'I would like...' Children to practise phrases in French. • Foods and simple sentences stating preference. • Counting 11-20 • Comprehension skills—consolidate prior learning. 	<ul style="list-style-type: none"> • New vocabulary for the house and different rooms in the home. • Age: Quel age as-tu? • The colours of the rainbow. Practising listening skills. • Members of the family and simple descriptions. • Animals and simple descriptions. • Practising listening skills and learning vocabulary for beach items. • Practising pronouncing 'eau' sound and identifying different words ending in 'eau'. • Practising conversational skills for being at the beach/seaside and using language in context.
Visits	Polka Theatre		Lookout Centre Bracknell