


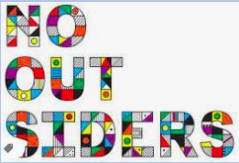

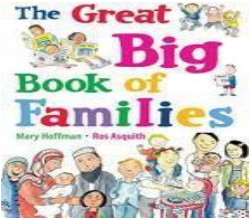
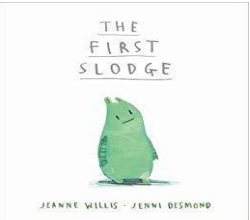
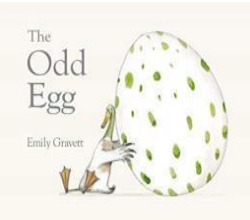
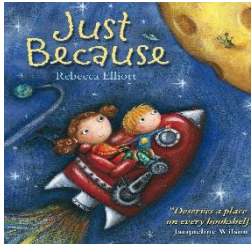
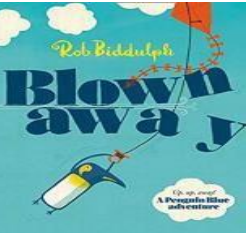
| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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|  |  |  |  |  |  |  |
|  | <p>Troll by Julia Donaldson The Three Billy Goats Gruff by Mara Alperin</p> <p>Genre – Fiction: fantasy, Fiction: fairytale</p> | <p>Above and Below by Patricia Hegarty</p> <p>Genre – Information</p> | <p>The Dragonsitter by Josh Lacey, Real Dragons! by Jennifer Szymanski (National Geographic Kids series)</p> <p>Genre – Recount: emails, Information</p> | <p>Owen and the Soldier by Lisa Thompson The Steadfast Tin Soldier (free online version)</p> <p>Genre – Fiction: story with a familiar setting</p> | <p>Fantastic Mr Fox by Roald Dahl</p> <p>Genre – Fiction: adventure</p> | <p>Grimm's Fairytales (Usborne Books)</p> <p>Genre – Fiction: fairytale</p> |
|  | <p>Numbers to 100 Addition and Subtraction</p> | <p>Addition and Subtraction Money Multiplication and Division</p> | <p>Multiplication and Division Statistics Length and Height</p> | <p>Properties of Shapes Fractions</p> | <p>Problem Solving and Efficient Methods</p> | <p>Time Weight, Volume and Temperature</p> |
| <p>Science</p> | <p>Plants Observe and describe how seeds and bulbs grow into mature plants Describe how plants need water, light and a suitable temperature to grow and stay healthy</p> | <p>Living things and their habitats Compare things that are living, dead and things that have never been alive Describe how different habitats provide needs for different kinds of animals Name a variety of plants and animals in their habitats, including micro-habitats Describe simple food chains</p> | <p>Use of everyday materials Identify and compare suitability of a variety of everyday materials for particular uses Find out how shapes of solid objects can be changed by squashing, bending, twisting and stretching</p> | <p>Using electricity Demonstrate their understanding everyday appliances require electricity and to group appliances into categories. Electricity can be dangerous and that appliances must be used safely. Make a complete circuit using batteries, bulbs and wires</p> | <p>Animals inc. humans Understand that animals have offspring which grow into adults find out about the basic needs of animals (water, food, air). Describe the importance of good diet, exercise and hygiene.</p> | <p>Working Scientifically Open choice investigations following questioning, testing and concluding linked to Granddad's secret giant.</p> |

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| History | <p>QUEEN VICTORIA The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods . Significant historical events, people and places</p> | <p>QUEEN VICTORIA The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Significant historical events, people and places</p> | <p>The Great Fire of London Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London. The lives of significant individuals in the past who have contributed to national and international achievements for example Samuel Peeps Focus on the events leading up to the fire and recount what happened</p> | <p>The Great Fire of London Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London. The lives of significant individuals in the past who have contributed to national and international achievements for example Samuel Peeps Focus on the events leading up to the fire and recount what happened</p> | | |
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| Geography | <p>On a World map compare the British Empire now and then. Compare and contrast of Seaside towns then and now.</p> | <p>On a World map compare the British Empire now and then. Compare and contrast of Seaside towns then and now.</p> | <p>Look at the geography of London. Look at the main features and buildings that make up the London skyline. Talk about other cities in the UK and discuss why London is the capital. Can pick out the pictures that are of buildings and landmarks of London. Compare London, a city, with the country. Discuss the differences and similarities. Get the children to think of where they would rather live, and why. Use a Map of where the Great Fire blazed to find what landmarks were affected then, and which ones would be affected now if the fire happened in the same place today.</p> | <p>Look at the geography of London. Look at the main features and buildings that make up the London skyline. Talk about other cities in the UK and discuss why London is the capital. Can pick out the pictures that are of buildings and landmarks of London. Compare London, a city, with the country. Discuss the differences and similarities. Get the children to think of where they would rather live, and why. Use a Map of where the Great Fire blazed to find what landmarks were affected then, and which ones would be affected now if the fire happened in the same place today.</p> | <p>World Kitchen Explore world continents/oceans and UK countries/capitals . Use basic geographical vocabulary to refer to human and physical features of Italy, Spain, China and Mexico for example: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbor and shop. Use aerial photographs of Italy, Spain, China and Mexico... and plan perspectives to recognise land marks such as the Coliseum, The Great Wall, and the Basilica and basic human and physical</p> | <p>World Kitchen Explore world continents/oceans and UK countries/capitals . Use basic geographical vocabulary to refer to human and physical features of Italy, Spain, China and Mexico for example: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbor and shop. Use aerial photographs of Italy, Spain, China and Mexico... and plan perspectives to recognise land marks such as the Coliseum, The Great Wall, and the Basilica and basic</p> |

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| | | | | | <p>features such as shops, beaches and mountain ranges.</p> <p>Use simple compass directions to direct to a place of interest in each of the countries. This begins by using compass directions to get to a specific point on the playground which then progresses to a challenge of how to get to the local beach from a specific spot in Spain.</p> <p>Use world maps, atlases and globes to support learning and to teach perspective of the distance of countries from each other.</p> | <p>human and physical features such as shops, beaches and mountain ranges.</p> <p>Use simple compass directions to direct to a place of interest in each of the countries. This begins by using compass directions to get to a specific point on the playground which then progresses to a challenge of how to get to the local beach from a specific spot in Spain.</p> <p>Use world maps, atlases and globes to support learning and to teach perspective of the distance of countries from each other.</p> |
| <p>Art</p> | <p>Develop sketching skills focusing on scale, perspective and proportion. Practise with pencils to understand the tones and shades that can be created. Use these skills to sketch a portrait of Queen Victoria.</p> | <p>Gain a knowledge of who William Morris was and what he and his company designed and made. Study closely some of William Morris's designs understanding how they are inspired by nature. Draw two drawings of details from the designs of William Morris. Create a simple two-colour design inspired by William Morris and nature, using only coloured paper, scissors and glue. Create a two-colour print block using craftfoam. Learn that care taken during the printing process ensures a better quality print.</p> | <p>Use different materials to create a collage of the fire of London. Include the Tudor houses too. Look at Tudor house and the patterns that were created with beams. Get the children to draw, in pastels, their own Tudor houses. Explore colour mixing and how to create different oranges, reds and yellows. Use black card to create silhouetted buildings to put in the foreground of a Great Fire display, with tissue paper flames creeping from doors and windows that can be folded back to open.</p> <p>(Linked to Literacy as well)</p> | <p>Use different materials to create a collage of the fire of London. Include the Tudor houses too. Look at Tudor house and the patterns that were created with beams. Get the children to draw, in pastels, their own Tudor houses. Explore colour mixing and how to create different oranges, reds and yellows. Use black card to create silhouetted buildings to put in the foreground of a Great Fire display, with tissue paper flames creeping from doors and windows that can be folded back to open.</p> | <p>Study the work of Vincent Van Gogh and learn about his life. We will gain inspiration from a variety of his work, focusing in particular on 'Starry Night' and 'Sunflowers'. We will look at the colour and style of his work then try to replicate this in our own pieces using paint.</p> | <p>Record from first-hand observation- Drawing faces by looking with attention at proportions. Use oil pastels correctly, to draw self-portraits Try out tools and techniques and apply these to materials and processes, including drawing- Learn about differences and similarities in the work of artists, in different times and cultures. Talk about Picasso portraits. Explore new ways to make a portrait. Draw a self-portrait in the style of Picasso. Review what they and others have done and say</p> |

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| | | | | | | what they think and feel about it. |
| D and T | | | Build structures, exploring how they can be made stronger, stiffer and more stable. Select from and use a wide range of materials and components, including construction materials Design, make and evaluate houses when exploring the Great Fire of London. | Build structures, exploring how they can be made stronger, stiffer and more stable. Select from and use a wide range of materials and components, including construction materials Design, make and evaluate houses when exploring the Great Fire of London. | Design, make and evaluate pizza understand where food comes from (leeks, chil-lies, cheese, chicken tikka) . | Design, make and evaluate pizza understand where food comes from (leeks, chil-lies, cheese, chicken tikka) . |
| Computing | E-Safety Use Seesaw, pic collage and wider world books to evidence what they have learnt about how to stay safe online. | E-Safety Use Seesaw, pic collage and wider world books to evidence what they have learnt about how to stay safe online. | Coding/Control and modelling Coding through code.org, lightbot app and scratch jnr. | Coding/Control and modelling Coding through code.org, lightbot app and scratch jnr. | Computing Key Skills Recognise uses of IT and animation. | Computing Key Skills Recognise uses of IT and animation. |
| Music | <i>Queen Victoria</i> Stimulus: “Florence Nightingale” Say what they like and do not like about other’s performances. Explain which of the two sounds is higher or lower. Sing in tune. | | <i>Materials</i> Stimulus: “Properties of Materials” Sing in unison with a group. Perform to an audience and improve performance by practicing. | <i>The Great Fire of London</i> Stimulus: “September 1666 Song” “London’s Burning Song” Use voice to do humming, whispers, whistles . Make sounds that reflect a topic. Use given symbols to record long and short sounds. | | |

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| <p>Spanish</p>  | <p>Create a Spanish number line to accompany the English number line. Children use the numbers within the classroom, e.g counting objects, in rhymes and songs.</p> | <p>Children take part in circle time asking each other 'How old are you?' _Create posters of themselves with their age.</p> | <p>Use classroom instructions, have a Spanish timetable. Class monitor (to change daily/weekly) to give instructions to the class in Spanish. Children to make posters to be dis-played in floor book.</p> | <p>Use classroom instructions, have a Spanish timetable. Class monitor (to change daily/weekly) to give instructions to the class in Spanish.. Children to make posters to be dis-played in floor book.</p> | <p>Label the parts of the body using the Spanish terms. Sing songs and rhymes relating to the body using Spanish.</p> | <p>Sing rhymes and songs using Spanish action words, video the children and make a Spansih e-book.</p> |
| <p>RE</p> | <p>What do Jews believe about God?</p> | <p>How do Jews show faith through practices and celebrations?</p> | <p>Why is the Bible a special book for Christians?</p> | <p>Who was Jesus and why is he important to Christians today?</p> | <p>Why did Jesus teach people through stories?</p> | <p>Humanism Including linking RE to No Outsiders project.e.g Life Stages.</p> |
| <p>PE</p> | <p>Multi skills - Throwing and catching</p> | <p>Gymnastics</p> | <p>Dance</p> | <p>Yoga – salute to the sun</p> | <p>Multi skills - bat and ball</p> | <p>Multi skills - Target games</p> |
|   <ul style="list-style-type: none"> - PSHE - RSHE - SMSC |  <p>Theme: UK is diverse</p> <p>Jigsaw: Being me and my world</p> |  <p>Theme: Celebrate diversity</p> <p>Jigsaw: Celebrating difference</p> |  <p>Theme: Different families</p> <p>Jigsaw: Dreams and goals</p> |  <p>Theme: Disability</p> <p>Jigsaw: Healthy me</p> |  <p>Theme: Race</p> <p>Jigsaw: Relationships</p> | <p>Jigsaw: Changing me</p> |

Raising Aspirations

Theme—From field to plate

Looking at our foods journey from farms to shops.

Main link – meadow foods & morrisons

Farm visit

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