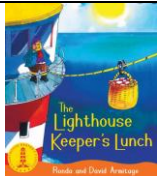
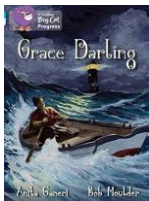
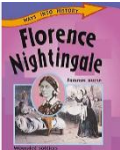
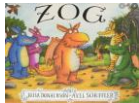
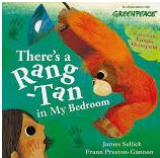
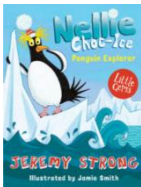
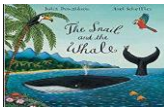
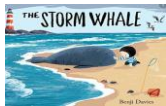
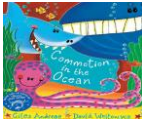
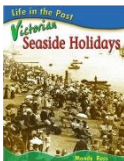
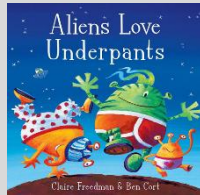


Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	 Grace Darling	 Florence Nightingale	Extreme Weather 		The Seaside 	
Curriculum Link	History	History	Geography		Geography/ History	
Breadth	Why are Grace Darling and Florence Nightingale significant people from the past?		How do weather conditions in the rainforest and the polar regions compare to weather in the UK?		How are seaside holidays in the past different from today?	
Core Text (s)	 	  	  		  	  
	Lighthouse Keeper's Lunch – Ronda and David Armitage Grace Darling - (Big Cat)	Zog – Julia Donaldson Ways into History - Florence Nightingale The True Story of The 3 Little Pigs -Jon Scieszka and Lane Smith	Mr Grumpy – Roger Hargreaves. Lost and Found – Oliver Jeffers There's a Rang-Tan in My Bedroom – Green Peace	Nellie Choc- Ice – Jeremy Strong.	The Snail and the Whale – Julia Donaldson The Tale of the Whale – Karen Swann At the Beach – Roland Harvey Storm Whale – Benji Davies	Commotion in the Ocean – Giles Andreae George's Marvelous Medicine – Roald Dahl Life in the Past – Victorian Seaside Holidays
Visits and visitors		Florence Nightingale Workshop in school.		Yorkshire Wildlife Park: Polar Bear workshop.		Seaside Day in School
Community Links					Visit to the Makkah Mosque	

English (genre and purpose)	Purpose: Retelling parts of the story to other members of the class. (Drama/ photos) Genre: Narrative retelling The Lighthouse Keeper’s Lunch Story. Purpose: Letter from author asking the children to write an alternative ending. Genre: Narrative: Alternative endings for The Lighthouse Keeper’s lunch. Purpose: make Mr Grinling a healthy lunch Genre: Instructions how to make a fruit kebab Purpose: To write an article for the RNLI Website. Genre: Non chronological reports – Grace Darling.	Purpose: Letter from Mrs Pig – should we believe the wolf? Genre: Oral debate Purpose: CV for Princess Pearl Genre: Narrative – character descriptions Purpose: Leaflet to persuade schools to have a Florence workshop. Genre: Non – chronological reports on Florence Nightingale Purpose: Report to Mrs Elf on Elvis the Elf’s behaviour. Genre: Letter	Purpose: Write a story for Year 1 Genre: Narrative - stories Purpose: Write to chocolate factory. Genre: Letter Purpose: Drama Genre: Diary entry based on Lost and Found	Purpose: To write a story educating people about climate change to go into the Library. Genre: Narrative Purpose: create a guide to Yorkshire Wildlife Park Genre: Non- fiction/ recount World Book Day task British Science Week task.	Purpose: Letter from a publisher to publish the snail’s adventures. Genre: Diary Purpose: To tell children how to look after a whale. Genre: Instructions Purpose: Write a postcard to Grandma from Crabby Split. Genre: Postcard	Purpose: To create a marvellous Medicine for Grandma Genre: Instructions Purpose: Write a riddle for a friend. Genre: Poetry Purpose: To prepare a museum to teach parents about seaside holidays in the past. Genre: Non- fiction
Maths	Place Value up to 100. Comparing and ordering numbers. Counting in 2’s,5’s and 10’s. Addition and subtraction Bonds to 20 and 100, add and subtract 2 digit to 2 digit numbers.	Addition and subtraction Bonds to 20 and 100, add and subtract 2 digit to 2 digit numbers. Shape Lines of symmetry, making patterns, edges, faces, vertices of 2D and 3D shapes.	Multiplication and division Making equal groups by sharing and grouping of 2’s, 5’s and 10’s, odd and even numbers.	Fractions Find half, quarter, thirds, count in fractions. Length and Height Measure, compare and order lengths in M and CM. Use all four operations learnt so far.	Mass, capacity and temperature Compare mass in G and K and compare capacity in ML and L. Money Counting, in pence and pounds, notes and coins, making, comparing, finding the total and difference and giving change.	Position and movement Describe movements, turns and make patterns. Time O’clock, half past, quarter to and past, telling the time to 5 minutes, hours in a day. Statistics Tally charts, pictograms and block diagrams. Consolidate learning from throughout the year in the form of problem solving and reasoning activities.
Science	Materials The children will identify everyday materials and compare their suitability for different purposes. The children will then explore how the recycling process can help to reuse some materials.		Living things and their habitats The children will learn to identify things which are living, dead or things that have never been alive. They will make observations of a local habitat and the animals that live there.		Plants The children will learn about the different parts of a plant and what makes plants grow. The children will grow their own plants and observe changes over time.	Animals, including humans The children will learn what the basic needs are for animals and humans. They will look at the lifecycle of a human and an animal. The children will learn about the effect of exercise on the body.
Investigative Science – Focus question?	Can materials change shape? The children will explore squashing, bending, twisting and stretching to change the shape of different everyday materials.		How do polar bears keep warm? The children will explore how polar bears and other arctic animals keep warm in freezing temperatures.	Can seeds grow anywhere? The children will grow seeds in different conditions, investigating if water, light	Do children get faster as they get older? The children will set up simple experiments to test the	

				and soil are essential for a plants growth.	theory that children are faster when they are older.
DT	<u>Food</u> Children will investigate the food groups needed for a healthy, balanced diet. They will design, make and evaluate a fruit kebab for a Mr Man of their choice. 	<u>Mechanisms</u> Children will investigate wheels and axles. They will design, make and evaluate a moving vehicle for an alien to escape in. 	<u>Textiles</u> Children will learn how to thread a needle and complete a simple running stitch. They will design, make and evaluate a bendy bag. 		
Art	<u>Collage</u> Children will combine materials using cutting, tearing and gluing techniques. Sort materials to create texture and use natural materials to create a nature collage. 	<u>Drawing</u> Children will learn to draw lines of different thickness. Use colouring pencils to create shades and tones. Use dots and lines to add texture. 	<u>Sculpture</u> Children will work with clay to learn techniques such as rolling, moulding and carving. Use paper and card to combine shapes and create sculptures. 		
History	<u>Grace Darling</u> The children will learn about the early life of Grace Darling and the events that made her famous. The children will learn about Mary Seacole and the work she did as a nurse.	<u>Florence Nightingale</u> The children will learn about the life and work of Florence Nightingale. The children will also learn about the impact Florence has on healthcare today. The children will also compare the life and work of Florence Nightingale and Grace Darling.			<u>Seaside holidays in the past</u> The children will explore what seaside holidays were like in the Victorian times and compare this to their own experiences of seaside holidays.
Writing focus		Extended Write: Write a diary of Florence Nightingale’s first day in Crimea.			Extended Write: Write a post card in role as a Victorian child on holiday at the seaside.

Geography			<u>Extreme Weather</u> The children will identify seasonal and daily weather patterns in the UK and other parts of the world which experience contrasting weather.	<u>Extreme Weather</u> The children will research extreme weather such as localised flooding and snowstorms.	<u>Seaside Holidays</u> The children will use a map to locate key seaside towns around the UK. They will explore the physical geography of a seaside town.	
Writing focus						
Computing	<u>Computing systems and networks: What is a computer?</u> When picturing a computer, thoughts are often of a screen, mouse and keyboard. This unit explores exactly what a computer is by identifying and learning how inputs and outputs work, how computers are used in the wider world and designing their own computerised invention.	<u>Programming: Algorithms and Debugging</u> This combination of unplugged and plugged-in activities develop an understanding of; what algorithms are, how to program them and how they can be developed to be more efficient, introduction of loops.	<u>Computing systems and networks: Word Processing</u> Children learn about word processing and how to stay safe online as well developing touch typing skills. Introduce important keyboard shortcuts, as well as simple editing tools within a word processor including: bold, italics, underline and font colour as well as how to import images.	<u>Programming : Scratch Jr</u> Children explore what 'blocks' do, using the app 'Scratch Jr,' by carrying out an informative cycle of predict > test > review, programme a familiar story and an animation of an animal, make their own musical instrument by creating buttons and recording sounds and follow an algorithm to record a joke.	<u>Creating media: Stop Motion</u> Storyboarding and simple animation creation using either tablet devices or devices with cameras.	<u>Data handling: Internal Space Station</u> The International Space Station (ISS) is a fascinating real-world setting for teaching about how data is collected, used and displayed as well as the scientific learning of the conditions needed for plants and animals, including humans, to survive.
E - safety	<u>What happens when I post online?</u> Children learn how information put online about someone can last for a long time and find out about who to talk to if something has been put online without consent or if it is incorrect using differentiated scenarios.	<u>How do I keep my things safe online?</u> Children learn how passwords can be used on line to protect information, accounts and devices; giving examples of what is meant by 'private' and 'keeping things private'.	<u>Who should I ask?</u> Children learn that they should speak to a responsible adult before sharing things about themselves online.	<u>It's my choice</u> Children learn that they have the right to say 'no' or 'I will have to ask someone' if someone wants to share something about us online.	<u>Is it true?</u> Children learn that not everything we read, see or hear online are true and learn strategies that can be adopted to check if something online is true or not.	
Music	<u>African Animals</u> Children learn a traditional African call and response song and recognise simple notation. Composing animal-based call and response rhythms.	<u>Traditional Stories</u> Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music.	<u>Musical Me</u> Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.	<u>Space</u> Children develop knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.	<u>British Songs and Sounds</u> Children Create sounds to represent three contrasting landscapes: seaside, countryside and city.	<u>Myths & Legends</u> Children develop an understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.
Composer /artist focus	Harvest song – Paint box Coleridge Taylor Symphonic variations, African Air	Felix Mendelssohn - A Midsummer Night's Dream'	The Beatles - Twist and Shout With a little help from my friends	Holst, Mars Song – Lost in Space	Elvis Presley – Hound Dog	Vivaldi Extreme weather BBC Teach
PE and Sport	Fundamental Movement Skills Multi sports Part 1	Cooperation Gymnastics	Dance- The Olympics Multi skills	Target Games Functional Fitness	Fundamental movement skills Striking and Fielding	Athletics Multisports Part 2

RE	<u>How can we make good choices?</u> Children explore how people face moral choices and why rules are important. Children then study some moral codes from different religions. (Ten Commandments and Five Pillars)	<u>How are symbols used to welcome new life?</u> Children learn how babies are welcomed into families. They study some initiation rites such as, infant baptism and aqiqah.	<u>What did Jesus teach and how did he live?</u> Children will explore stories from the life and teaching of Jesus and reflect on the messages within these stories.		<u>How and why do some people pray?</u> -Children will be introduced to how different religions pray. -Children will develop an understanding of the importance of prayer to those who belong to that religion	<u>What do religions/worldviews say about our wonderful world?</u> -Children will begin to think about how the world was created. -Children will consider the ways in which religious and non-religious individuals and organisations show care and concern for the planet.
PSHE	<u>Being Me in My World</u> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	<u>Celebrating Difference</u> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	<u>Dreams and Goals</u> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	<u>Healthy Me</u> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	<u>Relationships</u> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	<u>Changing Me</u> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Mindmate lessons	<u>Feeling good and being me</u> Children will recognise strengths and celebrate them.	<u>Being the same and being different</u> The children will explore the feeling of empathy; considering other people's feelings	<u>Solving problems (making it better)</u> The children will learn that everyone finds things difficult at times and that is how we learn and improve.	<u>Strong emotions</u> The children will explore how it feels to be sad or unhappy.	<u>Friends and family</u> Children will develop an understanding of their behaviour affects others.	<u>Life changes</u> Children focus on exploring the feelings associated with loss.