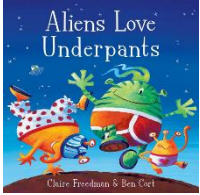

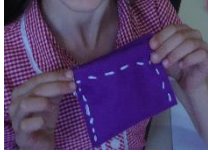





Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	 <p><b>Grace Darling</b></p>	 <p><b>Florence Nightingale</b></p>	<p><b>Extreme Weather</b></p> 	<p><b>The Seaside</b></p> 		
<b>Curriculum Link</b>	<b>History</b>	<b>History</b>	<b>Geography</b>		<b>Geography/ History</b>	
<b>Breadth</b>	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?	
<b>Core Text (s)</b>	 	  	  	  	  	 
	Lighthouse Keeper's Lunch – Ronda and David Armitage Grace Darling - (Big Cat)	Florence Nightingale – Lucy Letherbridge Zog – Julia Donaldson The Smartest Giant in Town – Julia Donaldson	Mr Grumpy – Roger Hargreaves. Rainforests – (Usborne) Meerkat Mail – Emily Gravett	The Penguin who wanted to Find Out – Jill Tomlinson Lost and Found – Oliver Jeffers Polar Animals – (Ready to Read)	The Snail and the Whale – Julia Donaldson The Tale of the Whale – Karen Swann At the Beach – Roland Harvey	Commotion in the Ocean – Giles Andreae Storm Whale - Benji Davies
<b>Visits and visitors</b>		Florence Nightingale Workshop  Visit from an architect linked to the design of hospitals and the work of Florence Nightingale.		Yorkshire Wildlife Park: Polar Bear workshop.		The Deep Visit  Seaside Day in School
<b>Community Links</b>			Story Starter workshop at Headingley Library.		Visit to the Makkah Mosque	Visit to Meanwood Park Cafe

<b>English</b>	<p>Retelling the story The Lighthouse Keeper's Lunch.</p> <p>Alternative endings for The Lighthouse Keeper's lunch.</p> <p>Instructions how to make a sandwich.</p> <p>Non chronological reports – Grace Darling</p>	<p>Letters based on The Smartest Giant in Town</p> <p>Poems - Giants</p> <p>Non – chronological reports on Florence Nightingale</p> <p>Characters descriptions about characters from Zog</p>	<p>Mr Men alternative stories</p> <p>Non chronological report – Rainforests.</p> <p>Descriptions – different countries.</p> <p>Newspaper article - Meerkats</p>	<p>Diary entries based on Lost and Found.</p> <p>Instructions – ‘How to survive in the Artic’</p> <p>Stories about penguins.</p>	<p>Diary Entries based on The Snail and the Whale.</p> <p>Polluted Oceans – acrostic poems</p> <p>Non- chronological reports about the seaside.</p>	<p>Poems based on animals and the sea.</p> <p>Stories and descriptions based around the seaside.</p>
<b>Maths</b>	<p><b>Place Value</b> up to 100. Comparing and ordering numbers. Counting in 2's,5's and 10's.</p> <p><b>Addition and subtraction</b> Bonds to 20 and 100, add and subtract 2 digit to 2 digit numbers.</p>	<p><b>Money</b> Counting, in pence and pounds, notes and coins, making, comparing, finding the total and difference and giving change.</p> <p><b>Multiplication and division</b> Making equal groups by sharing and grouping of 2's, 5's and 10's, odd and even numbers.</p>	<p><b>Multiplication and division</b> Making equal groups by sharing and grouping of 2's, 5's and 10's, odd and even numbers. Statistics <b>Statistics</b> Tally charts, pictograms and block diagrams. <b>Shape</b> Lines of symmetry, making patterns, edges, faces, vertices of 2D and 3D shapes.</p>	<p><b>Fractions</b> Find half, quarter, thirds, count in fractions. <b>Length and Height</b> Measure, compare and order lengths in M and CM. Use all four operations learnt so far. <b>Position and movement</b> Describe movements, turns and make patterns.</p>	<p><b>Time</b> O'clock, half past, quarter to and past, telling the time to 5 minutes, hours in a day. <b>Mass, capacity and temperature</b> Compare mass in G and K and compare capacity in ML and L.</p>	<p>Consolidate learning from throughout the year in the form of problem solving and reasoning activities.</p>
<b>Science</b>	<p><b>Materials</b> 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.</p>	<p><b>Animals, including humans</b> 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.</p>	<p><b>Living things and their habitats</b> 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.</p>	<p><b>Plants</b> 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.</p>		
<b>Writing focus</b>	<p>Extended Write: Write a non-chronological report about recycling.</p>	<p>Extended Write: Write a descriptive piece of writing about their favourite food.</p>	<p>Extended Write:</p> <ol style="list-style-type: none"> <li>1. Write a non-chronological report about an animal and their habitat.</li> <li>2. Write a letter to Mrs Ellison about a habitat that we need to improve around school.</li> </ol>	<p>Extended Write:</p> <ol style="list-style-type: none"> <li>1. Write a set of instructions for how to grow a bean.</li> <li>2. Create a leaflet about different plants and trees.</li> </ol>		
<b>Investigative Science – Focus question?</b>	<p><b>Can materials change shape?</b> The children will explore squashing, bending, twisting and stretching to change the shape of different everyday materials.</p>	<p><b>Do children get faster as they get older?</b> The children will set up simple experiments to test the theory that children are faster when they are older.</p>	<p><b>How do polar bears keep warm?</b> The children will explore how polar bears and other arctic animals keep warm in freezing temperatures.</p>	<p><b>Can seeds grow anywhere?</b> The children will grow seeds in different conditions, investigating if water, light and soil are essential for a plants growth.</p>		

<b>DT</b>	<p><b><u>Mechanisms</u></b> Children will investigate wheels and axles. They will design, make and evaluate a moving vehicle for an alien to escape in.</p> 			<p><b><u>Food</u></b> 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.</p> 	<p><b><u>Textiles</u></b> Children will learn how to thread a needle and complete a simple running stitch. They will design, make and evaluate a bendy bag.</p> 	
<b>Art</b>	<p><b><u>Collage</u></b> Children will combine materials using cutting, tearing and gluing techniques. Sort materials to create texture and use natural materials to create a nature collage.</p> 			<p><b><u>Drawing</u></b> Children will learn to draw lines of different thickness. Use colouring pencils to create shades and tones. Use dots and lines to add texture.</p> 	<p><b><u>Sculpture</u></b> Children will work with clay to learn techniques such as rolling, moulding and carving. Use paper and card to combine shapes and create sculptures.</p> 	
<b>History</b>	<p><b><u>Grace Darling</u></b> The children will learn about the early life of Grace Darling and the events that made her famous.</p>	<p><b><u>Florence Nightingale</u></b> 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.</p>				<p><b><u>Seaside holidays in the past</u></b> The children will explore what seaside holidays were like in the Victorian times and compare this to their own experiences of seaside holidays.</p>
<b>Writing focus</b>	<p>Extended Write: Write a letter to the Duke of Northumberland.</p>	<p>Extended Write: Write a diary of Florence Nightingale's first day in Crimea.</p>				<p>Extended Write: Write a post card in role as a Victorian child on holiday at the seaside.</p>

<b>Geography</b>			<b>Extreme Weather</b> The children will identify seasonal and daily weather patterns in the UK and other parts of the world which experience contrasting weather.	<b>Extreme Weather</b> The children will research extreme weather such as localised flooding and snowstorms.	<b>Seaside Holidays</b> The children will use a map to locate key seaside towns around the UK. They will explore the physical geography of a seaside town.	
<b>Writing focus</b>			<b>Extended Write: Write a postcard home from the rainforest.</b>	<b>Extended Write: Write a newspaper report about an extreme weather event.</b>	<b>Extended Write: Create a leaflet persuading people to visit a seaside town in the UK.</b>	
<b>Computing</b>	<b>Computing systems and networks: What is a computer?</b> 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.	<b>Programming: Algorithms and Debugging</b> 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.	<b>Computing systems and networks: Word Processing</b> 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.	<b>Programming : Scratch Jr</b> 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.	<b>Creating media: Stop Motion</b> Storyboarding and simple animation creation using either tablet devices or devices with cameras.	<b>Data handling: Internal Space Station</b> 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.
<b>E - safety</b>	<b>What happens when I post online?</b> 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.	<b>How do I keep my things safe online?</b> 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'.	<b>Who should I ask?</b> Children learn that they should speak to a responsible adult before sharing things about themselves online.	<b>It's my choice</b> 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.	<b>Is it true?</b> 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.	
<b>Music</b>	<b>Musical Me</b> 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.  <b>Harvest song - Paint box</b>	<b>Traditional Stories</b> Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music.	<b>Myths &amp; Legends</b> Children develop an understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.	<b>African Animals</b> Children learn a traditional African call and response song and recognise simple notation. Composing animal-based call and response rhythms.	<b>Space</b> Children develop knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.	<b>British Landscape</b> Children Create sounds to represent three contrasting landscapes: seaside, countryside and city.
<b>Composer /artist focus</b>	The Beatles –With a Little Help from my Friends	Felix Mendelssohn - A Midsummer Night's Dream'	Vivaldi - Extreme Weather (BBC Teach)	Coleridge Taylor - Symphonic variations - African Air	Gustav Holst - Mars	Vaughan Williams - English Folk songs

<b>PE and Sport</b>	<p><b>Football</b> children will dribble, pass and collect a ball.</p> <p><b>Fitness</b> Using Joe Wicks type activities improve general stamina, strength, flexibility and fitness. Improve mental health and wellbeing as children return to school.</p>	<p><b>Gymnastics</b> Balancing and making shapes - including using large apparatus. Children develop safe practise in the PE environment.</p> <p><b>Jumping, bouncing and skipping</b> Children will explore using small apparatus and movement - bounce a ball on the spot with control.</p> <p>Children think about what is happening to the body and the need for warm up and cool down.</p>	<p><b>Multi skills</b> Children explore team games using throwing and catching skills.</p> <p><b>Dance - Extreme weather</b> Children develop imaginative ideas based on extreme weather, choosing and linking them to create a phrase which fits the accompaniment.</p>	<p><b>Dance - Wizard of Oz</b> Children develop dramatic dance ideas based on the characters in the film and showing a variety of speed, direction and level of movements. Children begin to discuss their own and each other's performance.</p>	<p><b>Treasure Hunting</b> Children explore orienteering skills using points of the compass.</p>	<p><b>Gymnastics - Rocking and rolling.</b> Children develop rolling skills and perform basic shapes. Children will create and perform a short sequence linking basic actions with a clear beginning, middle and end.</p> <p><b>Striking and fielding</b> Children develop throwing, catching and batting skills including playing a throw-catch rallying game.</p>
<b>RE</b>	<p><b>How can we make good choices?</b> 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)</p>	<p><b>How is new life welcomed?</b> Children learn how babies are welcomed into families. They study some initiation rites such as, infant baptism and aqiqah.</p>	<p><b>What did Jesus teach and how did he live?</b> Children will explore stories from the life and teaching of Jesus and reflect on the messages within these stories.</p>		<p><b>How and why do people pray?</b> Children will be introduced to how Christians and Muslim pray. Children will develop an understanding of the importance of prayer to those who belong to that religion.</p>	<p><b>How can we look after the planet?</b> Children will consider the ways in which religious and non-religious individuals and organisations show care and concern for the planet.</p>
<b>Writing focus</b>	<p>Extended Write: Create a leaflet welcoming a new person to the class.</p>	<p>Extended Write: Retell the nativity story.</p>	<p>Extended Write:</p> <ol style="list-style-type: none"> <li>1. Retell a story that Jesus told.</li> <li>2. Write a story that has a message in it.</li> </ol>		<p>Extended Write: Recount of the Mosque visit.</p>	<p>Extended Write: Write a letter to the local MP about the environment.</p>
<b>PSHE</b>	<p><b>Being Me in My World</b> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p>	<p><b>Celebrating Difference</b> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p>	<p><b>Dreams and Goals</b> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p>	<p><b>Healthy Me</b> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>	<p><b>Relationships</b> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>	<p><b>Changing Me</b> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p>
<b>Mindmate lessons</b>	<p><b>Feeling good and being me</b> Children will recognise strengths and celebrate them.</p>	<p><b>Being the same and being different</b> The children will explore the feeling of empathy; considering other people's feelings</p>	<p><b>Solving problems (making it better)</b> The children will learn that everyone finds things difficult at times and that is how we learn and improve.</p>	<p><b>Strong emotions</b> The children will explore how it feels to be sad or unhappy.</p>	<p><b>Friends and family</b> Children will develop an understanding of their behaviour affects others.</p>	<p><b>Life changes</b> Children focus on exploring the feelings associated with loss.</p>