



Year: 2	Autumn 1 8 weeks	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 6 weeks
Topic theme title	Term 1: Explorers		Term 2: Animals		Term 3: London	
SECTION A: TITLE OVERVIEW						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>At the beginning of each term go over daily expectations and procedures.</i></p>	<p>Use PSHE sessions to go over topics related to hand-washing, hygiene, safety, family bereavement, worries and anxieties.</p> <p>Go over school and class expectations. Behaviour and learning expectations. Having positive growth mind-set.</p> <p>Discuss any changes to school procedures such as timetables and movement around school (playtimes/lunch times).</p> <p>To review topic entry and exit points and school trips.</p>	<p>Continue with PSHE sessions as required for class. See plans on Sharepoint.</p> <p>Deal with any worries or concerns raised by children or parents.</p> <p>Re-enforce positive growth mind-set. Continue to clarify behaviour and learning attitudes and expectations.</p> <p>Remind children about hygiene and movement around school.</p> <p>To review topic entry and exit points and school trips.</p>	<p>Continue with PSHE sessions as required for class. See plans on Sharepoint.</p> <p>Deal with any worries or concerns raised by children or parents.</p> <p>Re-enforce positive growth mind-set. Continue to clarify behaviour and learning attitudes and expectations.</p> <p>Remind children about hygiene and movement around school.</p> <p>To review topic entry and exit points and school trips.</p>	<p>Continue with PSHE sessions as required for class. See plans on Sharepoint.</p> <p>Deal with any worries or concerns raised by children or parents.</p> <p>Re-enforce positive growth mind-set. Continue to clarify behaviour and learning attitudes and expectations.</p> <p>Remind children about hygiene and movement around school.</p> <p>To review topic entry and exit points and school trips.</p>	<p>Continue with PSHE sessions as required for class. See plans on Sharepoint.</p> <p>Deal with any worries or concerns raised by children or parents.</p> <p>Re-enforce positive growth mind-set. Continue to clarify behaviour and learning attitudes and expectations.</p> <p>Remind children about hygiene and movement around school.</p> <p>To review topic entry and exit points and school trips.</p>	<p>Continue with PSHE sessions as required for class. See plans on Sharepoint.</p> <p>Deal with any worries or concerns raised by children or parents.</p> <p>Re-enforce positive growth mind-set. Continue to clarify behaviour and learning attitudes and expectations.</p> <p>Remind children about hygiene and movement around school.</p> <p>To review topic entry and exit points and school trips.</p>
<p><b>Trips and cultural capital experiences</b></p>	<p>Become an explorer. Create a time capsule. Start learning to type.</p>	<p>Cutty Sark Find where our family is from on a map.</p>	<p>Dress up as your favourite animal.</p>	<p>London Zoo. Eat Challah bread Scooter training.</p>	<p>Mayesbrook park. Museum of London exhibition.</p>	<p>Cable cars. Go to the beach.</p>

<b>Entry point &amp; Exit point</b>	Make a treasure map. Visit a church. Listen to music from around the world.	Make Christmas shortbread. Make an ancient coin out of clay.	Create a soundscape with percussion instruments. Create a painting using Pointillism.	Take and edit a photograph. Eat a hot cross bun. Become bird watchers.	Re-enact a historical event. Grow a plant Identify plants at the park. Draw a skyline. To safely use the internet to research a topic. Taste a date and milk for Iftar.	Make a musical instrument. To take part in Eid assembly. Visit a mosque. To witness the metamorphosis of a caterpillar.
<b>Diversity &amp; Global Learning opportunities</b>	RE- learning about Christians and the celebration of Christmas  History- Black history month learning about the lives of significant black individuals from the around the world and the culture that makes them who they are.  History – Ibn Battuta and his travels across the world.	Geography- learning about the 7 continents and discussion of how lives may be different for those around the world due to climate  PSHE- children’s rights day. Learning about life for those whose rights may not be respected and what we can do to help.	RE- learning about Christians and the celebration of Easter  Reading: Reading stories from other cultures and reflecting on the life in other countries  History: Learning about John Edmonstone’s journey from slavery to inspiring Charles Darwin.	PSHE- peace day learning what life is like for those who are suffering from war  RE- learning about Judaism and the celebration of Shabbat and Chanukah  Geography: Discussing climate change and its impact on the world. Looking at deforestation in Brazil for palm oil.	RE: Learning about Islam and the celebration of Eid.	Music – Looking at music from around the world.  SRE – Looking at differences between boys and girls and stereotypes.
<b>British values and Votes for Schools (see weekly topic)</b>	Rule of law: Why do we have a school council? Why does our school have rules? How are these rules decided?	Democracy: How do we decide who is in charge? Why is it important to work together?	Mutual respect and tolerance: Why do we learn about other cultures? How does this change the way we behave towards people who are different from us?	Individual liberty: Why is it important for us to be able to make our own choices?	Mutual respect and tolerance:	Rule of law: New class new setting

	Votes for schools	Votes for schools	Votes for schools	Votes for schools	Votes for schools	Votes for schools
<b>Weekly celebration assembly focus: Eastbury values</b>	Respect	Enjoyment	Teamwork	Resilience	Aim High	Creativity
<b>Year 2 whole school performance. (RE assembly)</b>	X	X	X	X	X	EID Assembly (Year 2)

**Assessment:** Assessment judgements in the wider curriculum will continue to use a triangulation approach, using topic assessment questions, plenary exit questions at the end of lessons, end of topic evaluations and progress check list. These will support the teacher judgements made on SIMS (Spring 1 and Summer 1).

**SECTION B: MATHS AND ENGLISH OVERVIEW OF TOPICS**

ENGLISH Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English (Lit and Lang scheme)</b>  <b>Year 2</b>	<b>Unit 1:</b>  Genre: stories with a familiar setting.  Fiction text: Cotton Wool Colin and Sister for Sale  <hr/> Genre: Persuasive texts  Non- fiction text: Healthy eating.	<b>Unit 2:</b>  Genre: Non-Chronological Report.  Non- Fiction text: Journey to the Deep.  <hr/> <b>Unit 1:</b>  Genre: Explanation Texts  Non- fiction text: Parents and their Young	<b>Unit 4:</b>  Genre: Traditional tales.  Fiction text: Billy Monster’s Daymare, Beauty and the Beast.  <hr/> Genre: Explanation texts  Non- fiction text: Relate to science.	<b>Unit 6:</b>  Genre: Fantasy stories.  Fiction text: G.E.M, Chocolate Planet.  <hr/> Genre: Information texts.  Non- fiction text: Chocolate	<b>Unit 5:</b>  Genre: Stories with a familiar setting.  Fiction text: The night shimmy, chatterbox Ben  <hr/> Genre: Communication texts.  Non- fiction text: Thrill City	<b>Unit 3:</b>  Genre: Playscript  Fiction text: Little Croc’s purse, Oh Gnome!  <hr/> <b>Unit 2:</b> Genre: Poetry  Fiction text: The fish who could wish, Tiger, River and Don’t Call Alligator Long-Mouth Till You Cross River.

		<b>Unit 4:</b>  Genre: Instruction Texts  Non-fiction text: Making shortbread.				
<b>Main grammar focus (Lit and Lang)</b>  Year 2	Capital letters Question marks Suffixes	Commas in a list Suffixes Conjunctions (Co-ord) Adverbs	Conjunctions (Co-ord) Adverbs	Verb tenses Tenses in texts (past and present)	Conjunctions (Sub) Apostrophes for contractions	Exclamation and command Adj, nouns and noun phrases Apostrophes for possession Commas in a list Suffixes (ing,er,est) Compound words
<b>MATHS Y2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Mathematics topics (Inspire scheme)</b>  Year 2	Place value Greater than and less than Partitioning Number bonds to 10 & 20 Addition- number line Subtraction – number line Number lines - mixed Estimating and rounding	Addition – column method Subtraction – column method Multiplication – arrays and skip counting Division – bar model and skip counting	Fraction of shape Fraction of number Money Time	2D shapes and symmetry 3D shapes and properties Length Mass Volume Data Handling	Inverse Direction and rotation SATs revision	
<b>SECTION C: SUBJECTS WITH SCHEMES OVERVIEW OF TOPICS</b>						
<b>SCIENCE Y2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Science National Curriculum topic title and	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>

<p><b>Developing Experts</b></p> <p><b>YEAR 2</b></p>	<p><b>NC title: Animals including humans</b></p> <p><b>DE title: Animals including humans 1- Growth/health and survival</b></p> <p><b>Key knowledge:</b> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p><b>Key skills:</b> Perform simple tests, identify and classify, using their observations and ideas to suggest answers to questions, gather and record data to help in answering questions</p> <p><b>Key vocabulary:</b> Survival, shelter, nutrition, oxygen, essential, vital, non-essential, survive, grow, healthy, protein,</p>	<p><b>NC title: Animals including humans</b></p> <p><b>DE title: Animals including humans 2- Life cycles</b></p> <p><b>Key knowledge:</b> Notice that animals, including humans, offspring which grow into adults</p> <p><b>Key skills:</b> Asking simple questions and recognise that they can be answered in different ways, observe closely, using simple equipment, perform simple tests, identify and classify, using their observations and ideas to suggest answers to questions, gather and record data to help in answering questions</p> <p><b>Key vocabulary:</b> Life cycle, grow, survive, independent, adult, foetus, womb, helpless, toddler, develop, offspring, inherit, gene,</p>	<p><b>NC title: Living things and their habitats</b></p> <p><b>Key knowledge:</b> Explore and compare the differences between things that are living, dead, and things that have never been alive 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> <p><b>Key skills</b> Asking simple questions and recognise that they can be answered in different ways, observe closely, using simple equipment, identify and classify, using their observations and ideas to suggest answers to questions, gather and record data to help in answering questions</p> <p><b>Key vocabulary:</b> Senses, nutrition, reproduce, excrete, respire, habitat, microhabitat, fungi, survive, shelter, antennae, suitable, condition, colony, insect, producer, consumer, herbivore, carnivore, omnivore, food chain</p>	<p><b>NC title: Living things and their habitats</b></p> <p><b>DE title: Living things and their habitats- Habitats around the world</b></p> <p><b>Key knowledge:</b> 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 Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p><b>Key skills:</b> Asking simple questions and recognise that they can be answered in different ways, identify and classify, using their observations and ideas to suggest answers to questions, gather and record data to help in answering questions</p>	<p><b>NC title: Plants</b></p> <p><b>Key knowledge:</b> Observe and describe how seeds and bulbs into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p><b>Key skills:</b> Asking simple questions and recognise that they can be answered in different ways, observe closely, using simple equipment, perform simple tests, identify and classify, using their observations and ideas to suggest answers to questions, gather and record data to help in answering questions</p> <p><b>Key vocabulary:</b></p>	<p><b>NC title: Uses of everyday materials</b></p> <p><b>Key knowledge:</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p><b>Key skills:</b> perform simple tests, using their observations and ideas to suggest answers to questions, gather and record data to help in answering questions</p> <p><b>Key vocabulary:</b> Material, property, suitable, object, brick, bridge, triangle, obstacle, structure, construction, stretchy, elastic, floppy,</p>
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	carbohydrate, dairy, vitamins, calcium, fat, balanced diet, nutrients, fresh food, pre-cooked, processed food, exercise, strength, flexibility, balance, coordination, hygiene, prevent, germs, bacteria, virus	resemble, differences, reproduction, hatchling, chick, bar chart, predict, caterpillar, transformation, larva, chrysalis, metamorphosis, frog, amphibian, frogspawn, tadpole, froglet		<b>Key vocabulary:</b> Habitat, microhabitat, organism, environment, mate, rainforest, moisture, extinct, climate, endangered, biodiversity, poaching, pollution, rainforest, plankton, ocean, ecosystem, coral reef, trench, antarctic, arctic, caribou, narwhal, tundra earthworm, desert, lizard, cactus, pond	Seeds, bulbs, growth, plant, compare, predict, investigate, control, experiment, method, photosynthesis, carbon dioxide, oxygen, glucose, energy, pollination, life cycle, germination, reproduction, seedling, manure, crop, insulate, thrive, healthy, forest, desert, adapt, condition, survive	hinder, limit, bend, twist, squash, stretch, force, mackintosh, protective, fluorescent, safety, waterproof, John McAdam, merchant, bound, highway, road,
<b>COMPUTING Y2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Computing (Kapow) Year 2</b>	<p><b>Topic Title:</b> <a href="#">Computing systems and networks 1: Using a computer</a></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>To know the difference between a desktop and laptop computer.</li> <li>To know that people control technology.</li> <li>To know some input devices that give a computer an instruction about what to do (output).</li> <li>To know that computers often work together.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Understanding what a computer is and that it's</li> </ul>	<p><b>Topic Title:</b> <a href="#">Programming 1: Algorithms and debugging</a></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>To understand what machine learning is and how it enables computers to make predictions.</li> <li>To know that loops in programming are where you set a certain instruction (or instructions) to be repeated multiple times.</li> <li>To know that abstraction is the removing of unnecessary detail to help solve a problem.</li> </ul> <p><b>Key skills:</b></p>	<p><b>Topic Title:</b> <a href="#">Computing systems and networks 2: Word processing</a></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>To know that touch typing is the fastest way to type.</li> <li>To know that I can make text a different style, size and colour.</li> <li>To know that "copy and paste" is a quick way of duplicating text.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Developing confidence with the keyboard and the basics of touch typing.</li> <li>Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts.</li> </ul>	<p><b>Topic Title:</b> <a href="#">Programming 2: ScratchJr</a></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>To know that coding is writing in a special language so that the computer understands what to do.</li> <li>To understand that the character in ScratchJr is controlled by the programming blocks.</li> <li>To know that you can write a program to create a musical instrument or tell a joke.</li> </ul> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>Recognising that buttons cause effects and that technology follows instruction</li> </ul>	<p><b>Topic Title:</b> <a href="#">Creating media: Stop motion</a></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>To understand that an animation is made up of a sequence of photographs.</li> <li>To know that small changes in my frames will create a smoother looking animation.</li> <li>To understand what software creates simple animations and some of its features e.g. onion skinning.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Using greater control when taking photos</li> </ul>	<p><b>Topic Title:</b> <a href="#">Data handling: International Space Station</a></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>To understand that you can enter simple data into a spreadsheet.</li> <li>To understand what steps you need to take to create an algorithm.</li> <li>To know what data to use to answer certain questions.</li> <li>To know that computers can be used to monitor supplies.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Developing confidence with the keyboard and</li> </ul>

	<p>made up of different components.</p> <ul style="list-style-type: none"> <li>Recognising that buttons cause effects and that technology follows instructions.</li> <li>Learning how we know that technology is doing what we want it to do via its output.</li> <li>Using greater control when taking photos with cameras, tablets or computers.</li> <li>Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts.</li> <li>Using word processing software to type and reformat text.</li> <li>Creating and labelling images.</li> <li>Learning how computers are used in the wider world</li> </ul> <p><b>Key vocabulary:</b></p> <p>battery, buttons, camera, computer, desktop, device, digital, digital recorder, electricity, function, input, invention, keyboard, laptop, monitor, mouse, output, paying till, scanner, screen, system, tablet, technology, video, wires</p>	<ul style="list-style-type: none"> <li>Developing confidence with the keyboard and the basics of touch typing.</li> <li>Articulating what decomposition is.</li> <li>Decomposing a game to predict the algorithms used to create it.</li> <li>Learning that there are different levels of abstraction.</li> <li>Explaining what an algorithm is.</li> <li>Following an algorithm.</li> <li>Creating a clear and precise algorithm.</li> <li>Learning that programs execute by following precise instructions.</li> <li>Incorporating loops within algorithms.</li> <li>Using logical thinking to explore software, predicting, testing and explaining what it does.</li> <li>Using an algorithm to write a basic computer program.</li> <li>Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts.</li> </ul> <p><b>Key vocabulary:</b></p> <p>abstraction, algorithm, artificial intelligence, bug, clear, correct, data, debug, decompose, error, key</p>	<ul style="list-style-type: none"> <li>Using word processing software to type and reformat text.</li> <li>Searching for appropriate images to use in a document.</li> <li>Understanding what online information is.</li> <li>Identifying whether information is safe or unsafe to be shared online.</li> </ul> <p><b>Key vocabulary:</b></p> <p>backspace, bold, copy, copyright, cut, delete, forward button, highlight, home row, home screen, image, import, italics, keyboard, keyboard character, keyword, layout, navigate, paste, redo, search, space bar, text, text effects, touch typing, underline, undo, word processing</p>	<ul style="list-style-type: none"> <li>Explaining what an algorithm is.</li> <li>Following an algorithm.</li> <li>Creating a clear and precise algorithm.</li> <li>Learning that programs execute by following precise instructions. Incorporating loops within algorithms.</li> <li>Using logical thinking to explore software, predicting, testing and explaining what it does.</li> <li>Using an algorithm to write a basic computer program. Using loop blocks when programming to repeat an instruction more than once.</li> <li>Using software (and unplugged means) to create story animations.</li> </ul> <p><b>Key vocabulary:</b></p> <p>algorithm, animation, blocks, bug, button, CGI, computer code, code (verb), debug, fluid, icon, imitate, instructions, loop, 'on tap', programming, repeat, Scratch JR, sequence, sound recording</p>	<p>with cameras, tablets or computers.</p> <ul style="list-style-type: none"> <li>Using logical thinking to explore software, predicting, testing and explaining what it does.</li> </ul> <p><b>Key vocabulary:</b></p> <p>Animation, animator, background, digital device, drawing, flipbook, frames, moving images, opinion skinning, still images</p> <p>(Option 1- as above, plus: decompose, object, plan)</p> <p>(Option 2- as above, plus: decompose, digital camera, duration, focus, import, object, plan, save, upload)</p> <p>(Option 3- as above, plus: debug, effects, evaluate, fluid, pen tool, static)</p>	<p>the basics of touch typing.</p> <ul style="list-style-type: none"> <li>Creating and labelling images.</li> <li>Collecting and inputting data into a spreadsheet.</li> <li>Interpreting data from a spreadsheet.</li> <li>Learning how computers are used in the wider world.</li> </ul> <p><b>Key vocabulary:</b></p> <p>algorithm, astronaut, data, digital, digital content, experiment, galaxy, insulation, interactive map, International Space Centre, International Space Station, interpret, laboratory, monitor, planet, satellite, sensor, space, temperature, thermometer, water reservoir</p>
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		features, loop, predict, unnecessary				
<b>RE Y2</b>	<b>Autumn 1/2</b> (optional religious festivals - to also look at Diwali/Harvest/Guy Fawkes)		<b>Spring 1/2</b> (optional religious festivals – to look at Chinese New Year/Vaisakhi for Sikhs/St Georges day/Mother’s Day)		<b>Summer 1/2</b> (optional religious festivals – to look at Ramadan/Eid/Father’s Day) <i>YEAR 2 EID ASSEMBLY TO WHOLE SCHOOL</i>	
<p><b>RE (Discovery RE scheme)</b></p> <p>RE - topics taken from discovery RE scheme of work - areas of enquiry targets <b>AT1 &amp; AT2 targets</b> or NC – national curriculum targets starting with RE have been selected.</p>	<p><b>Topic Title:</b> Christianity: What did Jesus teach? Is it possible to be kind all the time? (T 1) AT1 A Beliefs, teachings, and sources AT2 F Values and commitment AT2 E Meaning, purpose, and truth</p> <p><b>Key knowledge:</b> to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.</p> <p><b>Key Skills:</b> to be able to listen and retell the story of the good Samaritan and paralyzed man and reflect on the stories.</p> <p>Reflect on times we have given gifts and explain why. To retell the Christmas story. To identify and explain why God gave Jesus.</p>	<p><b>Topic Title:</b> Christianity: Christmas; Jesus as a gift from God. Why did God give Jesus to the world? (T 2) AT1 A Beliefs, teachings, and sources AT2 E Meaning, purpose, and truth</p> <p><b>Key knowledge:</b> To reflect on the Christmas story and the reasons for Jesus’ birth.</p> <p><b>Key Skills:</b> To reflect on time we have given gifts and explain why. To retell the Christmas story. To identify and explain why God gave Jesus.</p> <p><b>Key vocabulary:</b> Christmas, Jesus, God, presents, birth</p> <p><b>Christmas concert performances</b></p>	<p><b>Topic Title:</b> Judaism: Passover</p> <p>How special is the relationship Jews have with God? (T1)</p> <p>AT1 B Practices and ways of life</p> <p>AT1 F Values and commitments</p> <p><b>Key knowledge:</b> To understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</p> <p><b>Key Skills:</b> To evaluate and understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God</p>	<p><b>Topic Title:</b> Christianity: Easter Resurrection.</p> <p>Is it true that Jesus came back to life again?</p> <p>AT1 A Beliefs, teachings, and sources.</p> <p>AT2 E Meaning, purpose, and truth.</p> <p><b>Key knowledge:</b></p> <p>To re-tell and describe the Easter story and understand what Jesus’ resurrection means for Christians. Reflect on the symbols at Easter. Debate whether Jesus came back to life.</p>	<p><b>Topic Title:</b> Islam: Community and belonging.</p> <p>Does going to the mosque give Muslims a sense of belonging?</p> <p>AT1 B Practices and ways of life.</p> <p>AT2 D Identity, diversity and belonging.</p> <p><b>Key knowledge:</b> To evaluate how going to the mosque give Muslims a sense of belonging?</p>	<p><b>Topic Title:</b> Islam: Hajj.</p> <p>Does completing Hajj make a person a better Muslim?</p> <p>AT1 B Practices and ways of life.</p> <p>AT2 F Values and commitments.</p> <p><b>Key knowledge:</b> To investigate does completing Hajj make a person a better Muslim.</p> <p><b>Key skills:</b> to understand what happens during Hajj and to explore the importance of this to Muslims.</p> <p><b>Key vocabulary:</b> mosque, Hajj, Makkah, prayer.</p>



	<p><b>Key vocabulary:</b> bible stories, the good, Samaritan the paralysed man</p> <p><b>Diversity &amp; Global Learning opportunities:</b> Visiting a church.</p>		<p>they value their special relationship with Him.</p> <p><b>Key vocabulary:</b> Passover, seder plates.</p> <p><b>Diversity &amp; Global Learning opportunities:</b></p> <p><b>Eat Challah bread and experience Passover.</b></p>	<p>Key vocabulary: Cross, Easter eggs, Hot cross buns, bible, resurrection.</p> <p><b>Diversity &amp; Global Learning opportunities:</b> <b>Whole school Easter hat parade.</b> <b>Eating hot cross buns.</b></p>	<p><b>Key Skills:</b> To understand why Muslims, visit the mosque and to explore whether this gives them a sense of belonging.</p> <p><b>Key vocabulary:</b> prayer, mosque.</p> <p><b>Diversity &amp; Global Learning opportunities:</b> Taste a date and milk for Iftar.</p>	<p><b>Diversity &amp; Global Learning opportunities:</b> Year 2 assembly – Eid Visit a mosque.</p>
<b>MUSIC Y2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Music (Charanga scheme)</b></p> <p><b>Year 2</b></p> <p><b>Diversity &amp; Global Learning opportunities:</b> <b>Looking at instruments from around the world.</b> <b>Listening to music from</b></p>	<p><b>Topic Title: Me &amp; Nativity performance</b></p> <p><b>Key knowledge: NC objective Mu1/1.1/1.2</b></p> <p>To explore: growing, homes, colour, toys and how I look.</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p><b>Topic Title: Me &amp; Nativity performance</b></p> <p><b>Key knowledge: NC objective Mu1/1.1/1.2</b></p> <p>To explore: growing, homes, colour, toys and how I look.</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p><b>Topic Title: My stories &amp; Everyone</b></p> <p><b>Key knowledge: Mu1/1.2/1.3</b></p> <p>To explore using your imagination Christmas, festivals, fairies, pirates, superheroes, lets pretend, once a upon a time</p> <p>To explore family, friends, people and music from around the world</p>	<p><b>Topic Title: My stories &amp; Everyone</b></p> <p><b>Key knowledge: Mu1/1.2/1.3</b></p> <p>To explore using your imagination Christmas, festivals, fairies, pirates, superheroes, lets pretend, once a upon a time</p> <p>To explore family, friends, people and music from around the world</p>	<p><b>Topic Title: Our World &amp; Big Bear Funk (transition unit)</b></p> <p><b>Key knowledge: NC objective Mu1/1.1/1.2/1.3</b></p> <p>To explore animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea and space.</p> <p>Transition unit - to listen and appraise, Musical</p>	<p><b>Topic Title: Our World &amp; Big Bear Funk (transition unit)</b></p> <p><b>Key knowledge: NC objective Mu1/1.1/1.2/1.3</b></p> <p>To explore animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea and space.</p> <p>Transition unit - to listen and appraise, Musical</p>

<p><b>around the world.</b> <b>Listening to different genres of music.</b></p>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and respond</li> <li>- Explore and create – initially using voices only but building into using classroom instruments too</li> <li>- Singing – nursery rhymes and action songs – building to singing and playing</li> <li>- Share and perform</li> </ul> <p><b>Key vocabulary:</b> <b>Pulse (steady beat)</b> – foundation of all music. It is the musical heartbeat that never stops. <b>Rhythm</b> – is long and short sounds that happen over the pulse, so rhythm changes and pulse stays the same.</p>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and respond</li> <li>- Explore and create – initially using voices only but building into using classroom instruments too</li> <li>- Singing – nursery rhymes and action songs – building to singing and playing</li> <li>- Share and perform</li> </ul> <p><b>Key vocabulary:</b> <b>Pulse (steady beat)</b> – foundation of all music. It is the musical heartbeat that never stops. <b>Rhythm</b> – is long and short sounds that happen over the pulse, so rhythm changes and pulse stays the same.</p>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and respond</li> <li>- Explore and create – initially using voices only but building into using classroom instruments too</li> <li>- Singing – nursery rhymes and action songs – building to singing and playing</li> <li>- Share and perform</li> </ul> <p><b>Key vocabulary:</b> <b>Pulse (steady beat)</b> – foundation of all music. It is the musical heartbeat that never stops. <b>Rhythm</b> – is long and short sounds that happen over the pulse, so rhythm changes and pulse stays the same.</p>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and respond</li> <li>- Explore and create – initially using voices only but building into using classroom instruments too</li> <li>- Singing – nursery rhymes and action songs – building to singing and playing</li> <li>- Share and perform</li> </ul> <p><b>Key vocabulary:</b> <b>Pulse (steady beat)</b> – foundation of all music. It is the musical heartbeat that never stops. <b>Rhythm</b> – is long and short sounds that happen over the pulse, so rhythm changes and pulse stays the same.</p>	<p>activities (learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments) and perform and share.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and respond</li> <li>- Explore and create – initially using voices only but building into using classroom instruments too</li> <li>- Singing – nursery rhymes and action songs – building to singing and playing</li> <li>- Share and perform</li> </ul> <p><b>Key vocabulary:</b> <b>Pulse (steady beat)</b> – foundation of all music. It is the musical heartbeat that never stops. <b>Rhythm</b> – is long and short sounds that happen over the pulse, so rhythm changes and pulse stays the same.</p>	<p>activities (learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments) and perform and share.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and respond</li> <li>- Explore and create – initially using voices only but building into using classroom instruments too</li> <li>- Singing – nursery rhymes and action songs – building to singing and playing</li> <li>- Share and perform</li> </ul> <p><b>Key vocabulary:</b> <b>Pulse (steady beat)</b> – foundation of all music. It is the musical heartbeat that never stops. <b>Rhythm</b> – is long and short sounds that happen over the pulse, so rhythm changes and pulse stays the same.</p>
PSHE Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>PSHE (JigSaw Scheme)</p> <p>Year 2</p>	<p>Topic Title: Healthy me</p> <p>Article 24</p> <p>Key knowledge: To know what is meant by healthy. To know ways to relax. To understand how medicines, work in my body. I can sort foods into the correct food group. I know foods that give my body energy.</p> <p>Key Skills: I can choose healthy choices. I can create a balanced diet plate. I can choose foods to give my body energy.</p> <p>Key vocabulary: Healthy, unhealthy, fats, carbohydrates, protein, fruit and vegetables, balanced</p>	<p>PSHE Taught through Votes for schools once a week</p> <p>Article 19</p> <p>Topic Title: Anti-Bullying Week</p> <p>Objectives To identify signs of bullying and what we can do to stop it for ourselves and others</p> <p>Activities Depends on the theme for that year</p> <p>Topic Title: Black History Month</p> <p>Objectives To celebrate significant black figures and the</p>	<p>PSHE Taught through Votes for schools once a week</p> <p>Article 19 Article 31</p> <p>Topic Title: Children’s Mental Health Week</p> <p>Objectives To understand how our mental health is important and strategies to help our mental health</p> <p>Activities Depend on the theme for that year</p> <p>Topic Title: Safer internet week</p> <p>Objectives To understand how to be safe online and make good choices about how to interact online</p>	<p>PSHE Taught through Votes for schools once a week</p> <p>Article 38 And all of them</p> <p>Topic Title: Peace Day</p> <p>Objectives To understand what peace is and issues that effect the world</p> <p>Activities Depend on the theme for that year</p>	<p>Topic Title: Relationships</p> <p>Article 15 Article 16 Article 21 Article 22 Article 25</p> <p>Key knowledge: To know the different members of a family. Explain why they are important to them. To know different physical contact which ones are alright and which ones are not. To know some things that cause conflicts with friends. To understand some secrets are good to keep and some are not. To know people in school and the community that</p>	<p>Topic Title: Changing me</p> <p>Article 19 Article 31</p> <p>Key knowledge: To know physical differences between males and females. Understand boy and girl stereotypes. Understand the human lifecycle. To know how to be assertive. To understand the emotions when changing class</p> <p>Key Skills: To understand the changes that I’m going through and to stay calm about this. To understand how to assertive in different situations</p>
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	diet, soap, water, shower, bath, pills, relaxation, exercise, films, reading	diversity in our school.  Activities: To research and create a written piece about a significant black figure	Activities: Depend on the theme for that year		help me and appreciate them.  Key Skills: To appreciate family members and that other children's families are different. To pick up if physical contact makes me uncomfortable and tell someone. To tell an adult any bad secrets. To know where to go for certain types of help  Key vocabulary: Mum, dad, brother, sister, step- dad, step mum etc. , physical contact, conflict, secrets, teacher, parents, doctors, nurses, police officer etc.	and make my own choices  Key vocabulary: Vagina, penis. Stereotypes, baby, toddler, child, teenage, adult, elderly.
PE Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>PE</p> <p>Year 2</p>	<p><b>Topic Title:</b> Sports and Games</p> <p><b>Key knowledge:</b> Use running, jumping, throwing and catching in isolation and in combination.</p> <p><b>Key Skills:</b> Jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>Key vocabulary:</b> Jump, catch, throw, balance, Pattern, combination, run, forwards, backwards, skills, control, safely, arms, legs, tuck, link, movement</p>	<p><b>Topic Title:</b> Gymnastics</p> <p><b>Key knowledge:</b> Develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills:</b> gymnastic positions Straight, Tuck, Star, Straddle, Pike Roll and Forward roll, Egg roll, Half turn, Dish roll, Teddy bear roll and Star Jump. Build on gymnastic positions to include movement and travel towards a target.</p> <p><b>Key vocabulary:</b> Jump, bend, curl, posture, balance, sequence, combination, run, forwards, backwards, skills, control, still, rocking, rolling, crouched, safely, arms, legs, tuck, link, movement</p>	<p><b>Topic Title: Team Games –</b> Tag rugby, Dodgeball, Bench ball, Football and Hockey</p> <p><b>Key knowledge:</b> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills:</b> Ball control, passing, turning, decision making, defending and attacking. Build on skills from Autumn 1 &amp;2 working in small groups to increase spatial and tactical awareness, throwing and catching on the move. Develop an understanding of game rules and implement them. Build an awareness of others in play.</p> <p><b>Key vocabulary:</b> Field, Fielding, dribble, passing, sideways, forwards, bat, ball, tag, rules, space, partner, evade, communication, change direction, possession, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate</p>	<p><b>Topic Title: Team Games –</b> Tag rugby, Dodgeball, Bench ball, Football and Hockey</p> <p><b>Key knowledge:</b> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills:</b> Ball control, passing, turning, decision making, defending and attacking. Build on skills from Autumn 1 &amp;2 working in small groups to increase spatial and tactical awareness, throwing and catching on the move. Develop an understanding of game rules and implement them. Build an awareness of others in play.</p> <p><b>Key vocabulary:</b> Field, Fielding, dribble, passing, sideways, forwards, bat, ball, tag, rules, space, partner, evade, communication, change direction, possession, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate</p>	<p><b>Topic Title:</b> Dance</p> <p><b>Key knowledge:</b> To perform dances using simple movement patterns.</p> <p><b>Key Skills:</b> Combining steps to create a performance, Creating a simple dance routine, Copy movements shown, Perform in unison, Combine movements given a topic or directive, Feedback on performance of others, Copy a full dance sequence with prompt, Complete movements to represent different parts of a story, Evaluate own performances and begin to identify areas of improvement</p> <p><b>Key vocabulary:</b> Formation, rhythm, movement, stretch, rebound, motif, dynamic, expression, tempo, pulse, speed, control, pace, synchronise and unison, team, group, compete, enjoyment, fun</p> <p><b>Reflect and improve</b></p>	<p><b>Topic Title:</b> Athletics and Sports day preparation</p> <p><b>Key knowledge:</b> Play competitive games and take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p><b>Key Skills:</b> Catching, throwing, Jumping, running, changing direction and Co-ordination and</p> <p><b>Key vocabulary:</b> Co-ordination, focus, catching, throwing, standing, movement, pace, fast, slow, height, tall, short, change</p> <p><b>Reflect and improve</b> To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
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					To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
SECTION D: HISTORY AND GEOGRAPHY OVERVIEW OF TOPICS						
HISTORY Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History Year 2	<p><b>Topic Title: Explorers</b></p> <p><b>Robert Falcon Scott &amp; Ibn Battuta.</b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Recall some facts about people/events before living memory.</li> </ul>		<p><b>Topic Title: Changes within living memory: Kings and Queens, Florence Nightingale.</b></p> <p><b>Key knowledge:</b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>Significant historical events, people and places in their own locality.</p> <p><b>Key Skills:</b></p> <p>Identify different ways in which the past is represented.</p> <p>Explore events, asking questions “which things are old</p>		<p><b>Topic Title: The Great Fire of London.</b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>• Events beyond living memory that are significant nationally or globally.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Explore events, asking questions “which</li> </ul>	

	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identify different ways in which the past is represented.</li> <li>Look at objects from the past and compare them with modern objects.</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Describe things that happened to themselves and other people in the past.</li> </ul> <p><b>Key Vocabulary</b></p> <p>Decade, ancient, timeline, living memory, inventions, decade, modern, date order, memory, older generation, opinion, century, long ago, artefact. Robert Scott, Ibn Battuta, historians, medicine, pioneer, evidence, blizzards, journey, emergency, companions, explorers, Antarctica, South Pole, exhausting, sledges, Morocco, deserts.</p>		<p>and which are new?" "what were people doing?"</p> <p><b>Chronological understanding</b></p> <p>Order a set of events or objects.</p> <p><b>Key Vocabulary</b></p> <p>Decade, ancient, timeline, living memory, inventions, decade, modern, date order, memory, older generation, opinion, century, long ago, artefact, king, queen, monarch, royal, castle, kingdom, family tree, heritage, generation.</p>		<p>things are old and which are new?" "what were people doing?"</p> <ul style="list-style-type: none"> <li>Look at objects from the past and compare them with modern objects.</li> <li>Identify different ways in which the past is represented.</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Understand the difference between things that happened in the past and the present.</li> <li>Describe things that happened to themselves and other people in the past.</li> </ul> <p><b>Key Vocabulary</b></p> <p>Decade, ancient, timeline, living memory, inventions, decade, modern, date order, memory, older generation, opinion, century, long ago, artefact, The Great Fire of London, Samuel Pepys, burn, fire, destruction, disease, death, Pudding Lane, King Charles II, baker, River Thames, diary, firemen, escape.</p>	
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GEOGRAPHY Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography Year 2		<p><b>Topic Title: Explorers</b></p> <p>Ge1/1.1a To name and locate the world's 7 continents and 5 oceans.</p> <p>Ge1/1.3a Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Ge1/1.1b</p> <p><b>Key Skills:</b></p> <p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Use relative vocabulary Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g.,</p>		<p><b>Topic Title: Place knowledge: Brazil vs UK</b></p> <p><b>Key knowledge: Place Knowledge</b></p> <p>Ge1/1.2a To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p><b>Key Skills:</b></p> <p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Use relative vocabulary Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</p> <p>Begin to use KS1 atlas</p>		<p><b>Topic Title: Human and physical geography: Famous landmarks.</b></p> <p><b>Key knowledge: Human and physical geography</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and</li> </ul>



		<p>Wales, France.</p> <p>Use relative vocabulary and begin to learn names of the 7 continents and 5 oceans.</p> <p>Use picture maps and globes/ Large scale world map.</p> <p>Begin to use KS1 atlas.</p> <p>Understand simple keys on a map.</p> <p>Begin to spatially match places (e.g., recognise UK on a small scale and larger scale map)</p> <p><b>Key vocabulary:</b></p> <p>Atlas, Africa, Antarctica, Asia, Australia, Europe, North America, and South America, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean</p> <p>Weather, season, hot, cold, rainy, windy, snowy, spring, summer, autumn, winter</p>		<p>Understand simple keys on a map</p> <p>Begin to compare two areas using information books/ pictures as sources of information</p> <p><b>Key vocabulary:</b></p> <p>north, south, east, west</p> <p>England, Scotland, Wales, Ireland, Northern Ireland, France, Belgium, Brazil (specific non-European country to be studied)</p> <p>Atlas, Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p>		<p>routes on a map</p> <ul style="list-style-type: none"> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul> <p><b>Key Skills:</b></p> <p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Use relative vocabulary Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</p> <p>Use picture maps and globes/ Large scale world</p>
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				(See below for other vocabulary that could be considered)		<p>map</p> <p>Begin to use KS1 atlas</p> <p>Follow and use directional and compass directions (N,S,E,W)</p> <p>Understand simple keys on a map</p> <p><b>Key vocabulary:</b></p> <p>Spring, summer, autumn, winter</p> <p>Atlas, Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p>
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						(See below for other vocabulary that could be considered)
<b>SECTION E: ART and DT</b>						
<b>ART Y2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Art and design</b>  <b>Year 2</b>	<p><b>Beginning of the year, all year groups must recap on primary/secondary colours, colour mixing, and teaching techniques to shade and tint.</b></p> <p><b>Topic Title: Craft and design: map it out</b></p> <p><b>Key knowledge:</b> To know that patterns can be made using shapes. To know that patterns can be used to add detail to an art work.</p> <p><b>Key Skills:</b> Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Responding to a simple design brief with a range of ideas. Applying skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Following a plan for a making process, modifying and correcting things and knowing when to seek advice. Talking about art they have seen using some appropriate subject vocabulary.</p>		<p><b>Topic Title: Painting and mixed media: life in colour</b></p> <p><b>Key knowledge:</b> To know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <ul style="list-style-type: none"> <li>To know that colours can be mixed to ‘match’ real life objects or to create things from your imagination.</li> <li>To know that ‘composition’ means how things are arranged on the page.</li> <li>To know that collage materials can be shaped to represent shapes in an image.</li> <li>To know that shapes can be organic (natural) and irregular.</li> <li>To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</li> <li>To know that patterns can be used to add detail to an artwork.</li> <li>To know that collage materials can be chosen</li> </ul>		<p><b>By the end of year all pupils must have knowledge of colour, painting, drawing and sculpting. They should also have had the opportunity to study artists’ lives and their work.</b></p> <p><b>Topic Title: Sculpture and 3D: clay houses</b></p> <p><b>Key knowledge:</b> To know that pieces of clay can be joined using the ‘scratch and slip’ technique. To know that a clay surface can be decorated by pressing into it or by joining pieces on. To know that patterns can be made using shapes. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. To know that patterns can be used to add detail to an artwork.</p> <p><b>Key Skills:</b> Developing understanding of sculpture to construct and model simple forms.</p>	

	<p>Making links between pieces of art. Explaining their ideas and opinions about their own and other's art work, giving reasons. Beginning to talk about how they could improve their own work.</p> <p><b>Key vocabulary:</b> Abstract, curator, design brief, felt, gallery, inspired, mosaic, pattern, composition, design, evaluation.</p>		<p>to represent real-life textures.</p> <ul style="list-style-type: none"> <li>To know that collage materials can be overlapped and overlaid to add texture.</li> </ul> <p><b>Key Skills:</b> Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques. Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next. Further developing mark-making within a greater range of media, demonstrating increased control. Developing observational skills to look closely and reflect surface texture through mark-making. Beginning to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint. Creating a range of secondary colours by using different amounts of each starting colour or adding water. Making choices about which materials to use for collage based on colour, shape and pattern; experimenting with overlapping and layering materials to create interesting effects. Talking about art they have seen using some appropriate subject vocabulary.</p> <p><b>Key vocabulary:</b> Collage, mixing, primary colour, surface, detail, overlap, secondary colour, texture...</p>		<p>Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Developing basic skills for shaping and joining clay, including exploring surface texture. Following a plan for a making process, modifying and correcting things and knowing when to seek advice. Talking about art they have seen using some appropriate subject vocabulary. Explaining their ideas and opinions about their own and other's art work, giving reasons.</p> <p><b>Key vocabulary:</b> Casting, cut, flattening, impressing, join, pinch pot, roll, sculpture, shape, smooth, three dimensional, ceramic, mosaic, glaze, details.</p>	
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DT Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Design and technology</b></p> <p><b>Year 2</b></p>		<p><b>Topic Title: Structures – Baby bear’s chair</b></p> <p><b>Key knowledge:</b>            To know that shapes and structures with wide, flat bases or legs are the most stable.            To understand that the shape of a structure affects its strength.            To know that materials can be manipulated to improve strength and stiffness.            To know that a structure is something which has been formed or made from parts.            To know that a ‘stable’ structure is one which is firmly fixed and unlikely to change or move.            To know that a ‘strong’ structure is one which does not break easily.            To know that a ‘stiff’ structure or material is one which does not bend easily.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Generate and communicate ideas using sketching and modelling.</li> <li>• Learn about different types of structures, found in the natural world and in everyday objects.</li> </ul>		<p><b>Topic Title: mechanisms – Fairground wheel</b></p> <p><b>Key knowledge:</b>            To know that different materials have different properties and are therefore suitable for different uses.            To know the features of a Ferris wheel, include the wheel, frame, pods, a base, an axle and an axle holder.            To know that it is important to test my design as I go along so that I can solve any problems that may occur.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Select a suitable linkage system to produce the desired motion.</li> <li>• Design a wheel.</li> <li>• Select appropriate materials based on their properties.</li> <li>• Select appropriate materials based on their characteristics.</li> <li>• Follow a design brief.</li> <li>• Evaluate different designs.</li> <li>• Test and adapt a design.</li> </ul> <p><b>Key vocabulary:</b>            design, wheel, pods, axle holder, design criteria, Ferris wheel, axle, frame, mechanism</p>		<p><b>Topic Title: mechanisms – Making a moving monster</b></p> <p><b>Key knowledge:</b>            To know that mechanisms are a collection of moving parts that work together as a machine to produce movement.            To know that there is always an input and an output in a mechanism.            To know that an input is the energy that is used to start something working.            To know that an output is the movement that happens as a result of the input.            To know that a lever is something that turns on a pivot.            To know that a linkage mechanism is made up of a series of levers.</p> <p><b>Key Skills:</b>            Create a design criteria for a moving monster as a class.            Design a moving monster for a specific audience in accordance with a design criteria.            Make linkages using card for levers and split pins for pivots.            Experiment with linkages adjusting the widths, lengths and thicknesses of card used.            Cut and assemble components neatly.</p>

		<ul style="list-style-type: none"> <li>• Make a structure according to design criteria.</li> <li>• Create joints and structures from paper/card and tape.</li> <li>• Build a strong and stiff structure by folding paper.</li> <li>• Explore the features of structures.</li> <li>• Compare the stability of different shapes.</li> <li>• Test the strength of their structures.</li> <li>• Identify the weakest part of a structure.</li> <li>• Evaluate the strength, stiffness and stability of their own structure.</li> </ul> <p><b>Key vocabulary:</b> design criteria, natural, structure, shape, man-made, properties, stable, model, test</p>				<p>Evaluate own designs against design criteria. Use peer feedback to modify a final design.</p> <p><b>Key vocabulary:</b> axle, input, mechanical, pivot, design criteria, linkage, output, wheel</p>
<b>BSL Y2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
		<p><b>Topics:</b> River Journey to the Deep BSL Basic Skills.</p> <p><b>Key Knowledge:</b></p>	<p><b>Topics:</b> Beauty and the Beast Non-fiction texts BSL Basic Skills.</p> <p><b>Key Knowledge:</b></p>	<b>To be added</b>		

		<p>To engage with English topic through BSL.</p> <p>To ask and answer questions in BSL.</p> <p>To build upon basic, functional skills.</p> <p><b>Key skills:</b>  Receptive:  To understand everyday and topic-based BSL.</p> <p>Productive:  To sign everyday and topic-based BSL.</p> <p>To combine both skills by engaging in conversation using BSL.</p> <p><b>Key topic vocabulary:</b>  River  It is a poem  What nouns are in the poem?  Tree  Boat  Leaf  Field  Stone  Home  Sun  Sea</p>	<p>To engage with English topic through BSL.</p> <p>To ask and answer questions in BSL.</p> <p>To build upon basic, functional skills.</p> <p><b>Key skills:</b>  Receptive:  To understand everyday and topic-based BSL.</p> <p>Productive:  To sign everyday and topic-based BSL.</p> <p>To combine both skills by engaging in conversation using BSL.</p> <p><b>Key topic vocabulary:</b>  Beauty and the Beast story  First, second.... last  When?  Title, opening sentence, subheadings, present tense, technical words, pictures with captions  True/ false</p>			
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