



# YEAR 2

	AUTUMN		SPRING		SUMMER	
	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
THEME	Magical Me	Africa	Man on the Moon	The Twits	Minibeasts (SATS)	Seaside
KEY EXPERIENCES	Potions and science	Zoo Lab Creeping Toad	Technquest (Destination Space)	Tadpoles in classroom Pond dip?	Minibeast hunt and Duke's Drive	Beach visit
LITERACY	<p><u>READING</u> Author study- Julia Donaldson Room on the Broom Princess and the Wizard (comparing stories by same author) Stellaluna</p> <p><u>WRITING</u> <u>Spells-poetry</u>- (Emily Gravett) nouns, adjectives and similes <u>Letters</u>- description and verbs to instruct/direct rescuers to Stellaluna <u>Character portraits</u> <u>Stories</u> based on an authors' own (scaffolded) Princess and the Wizard</p> <p>Phonics/ Spelling/ Handwriting</p> <p>Recount assessment (own experience)</p> <p>Letter PrincessWizard (rescue letter)</p>	<p><u>READING</u> Sun and Moon (traditional African tales) Kenyan/Ugandan stories</p> <p><u>WRITING</u> Information Texts: fact book. Recipes and instructions (African banana loaf) Traditional Tales: pattern in story- Creeping Toad-storytelling and props/pics as stimuli Poetry- really looking-snakes</p> <p><u>S&amp;L</u> Christmas production/scripts and plays</p> <p>Phonics/ Spelling/ Handwriting</p> <p>Instructions assessment (linked to banana loaf)</p> <p>African Tinga Tinga tale-How the leopard got its spots. (possible extra) Baboushka retelling (Russian Christmas story)</p>	<p><u>READING</u> Historical texts Information books/ layout/ presentation</p> <p><u>WRITING</u> Persuasive text: Trip to the moon (Simon Bartram) Dictionaries/ alphabetical order Information Texts: -the moon landing- a recount -astronaut application form</p> <p>Story reminders (one week narrative before assessment)</p> <p><u>S&amp;L</u> Own speech from the moon after landing</p> <p>Phonics/ Spelling/ Handwriting</p> <p>Story assessment (Way Back Home)</p> <p>Instructions- Making sandwich on ISS (Diary- Starship's log)</p>	<p><u>READING</u> <u>The Twits</u> Roald Dahl –James and Giant Peach/Esio Trot (significant author)</p> <p><u>WRITING</u> <u>Character description (The Twits)</u> <u>Instructions</u>: tricks (linked to independent piece) <u>Letter</u> (where is Mrs Twit- balloon escapade) Character descriptions <u>Non-fiction</u>- Plan, and then write Frog Report</p> <p><u>S&amp;L</u> Performance poetry with recycled musical instruments Phonics/ Spelling/ Handwriting</p> <p>Instructions The Tricky Trick (revenge on the Twits)</p> <p><u>Letter</u>- to Mr Twit</p> <p><u>OR</u> Frog Report (Non-fiction)</p>	<p><u>READING</u> Crickwing-Janelle Cannon Non-fiction minibeast books The Bad-tempered Ladybird</p> <p><u>WRITING</u> Local geography-mapping Non-chronological reports - Character description- Selfish Crocodile Crickwing- precise verbs and thesaurus work leading to Moth video work.</p> <p><u>S&amp;L</u> Performance poetry with recycled musical instruments Phonics/ Spelling/ Handwriting</p> <p>Moth story assessment</p> <p>Minibeast report (Non-fiction)</p>	<p><u>READING</u> Billy's Bucket-Wes Gray Sally and The Limpet Variety of Seaside poems- alliteration focus</p> <p><u>WRITING</u> History-- Victorian seaside (Grace Darling) Sally and the Limpet own version of story) (stories with familiar settings)</p> <p>Seaside poem- My Magic beach (alliteration)</p> <p>Phonics/ Spelling/ Handwriting</p> <p>1<sup>st</sup> person recount (linked to Grace Darling) assessment</p> <p>Own story (innovation) Sally and the Limpet</p>

<p style="text-align: center;"><b>MATHS</b></p>	<p>Number: Place Value Number: Addition and subtraction</p>	<p>Number: Addition and subtraction Measurement: Length and Mass Graphs Multiplication and division</p>	<p>Addition. Subtraction-bridging 10. Measurement: Money Geometry: Properties of shape Number: Fractions</p>	<p>(In White Rose for the summer term but required before SATs- Measurement: Time Measurement: Capacity, Volume, Temperature)  SATs revision</p>	<p>SATs revision  (In White Rose for the summer term but required before SATs- Measurement: Time Measurement: Capacity, Volume Temperature)</p>	<p>Areas where gaps exist  Summer projects</p>
	<p style="text-align: center;"><b>SCIENCE</b></p>	<p><b><u>Materials</u></b> A .Identify/compare materials and their suitability for different uses: include wood, metal, plastic, glass, rock, paper (solid liquid gas) B. Find out how the shapes of some solids can be changed by: squashing, bending, twisting, stretching <b>WORKING SCIENTIFICALLY</b> 1. Ask simple questions and recognise they can be answered in different ways. (predict/ ask questions re mixing liquids (potions) 2. Observe closely using simple equipment (potions) 3. Perform simple tests (potions) 4. Identify and classify (materials) 5. using observations and ideas to suggest answers to questions 6. gather and record data to help in answering questions</p>	<p><b><u>Living Things</u></b> Explore and compare the differences between things that are living, dead or have never been alive. 2. Find out about and describe the basic needs of animals, including humans for water, food and air  <b><u>Living Things...</u></b> Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identifying and naming different sources of food.  <b>WORKING SCIENTIFICALLY</b> 1. Ask simple questions and recognise they can be answered in different ways. (water, air/ food etc) 2. Observe closely using simple equipment 3. Perform simple tests (potions) 4. Identify and classify (animals versus plants- carnivore/ herbivore) 5. using observations and ideas to suggest answers to questions</p>	<p><b><u>Health and Growth</u></b> Describe the need for humans of exercise (International Space Station)/, eating the right amounts of different types of food and hygiene Healthy/unhealthy foods (Forces- moon buggies linked to AT1- testing moon buggies- distance of travel) <b>WORKING SCIENTIFICALLY</b> 1. Ask simple questions and recognise they can be answered in different ways. (predict re changes in our bodies during/ after exercise) P.E. link 2. Observe closely using simple equipment 3. Perform simple tests 4. Identify and classify (food groups/ healthy/ unhealthy foods) 5. using observations and ideas to suggest answers to questions 6. gather and record data to help in answering questions</p>	<p><b><u>Plants</u></b> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Identify that most living things live in habitats to which they are suited. Describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. <b>WORKING SCIENTIFICALLY</b> 1. Ask simple questions and recognise they can be answered in different ways. (predict re plant growth, conditions, results) 2. Observe closely using simple equipment (rulers to measure seed growth, pipette, teaspoon to measure amounts of water) 3. Perform simple tests 4. Identify and classify (plants)</p>	<p><b><u>Animals including humans</u></b> 1 .Notice that animals, including humans have offspring which grow into adults.  <b>WORKING SCIENTIFICALLY</b> 1. Ask simple questions and recognise they can be answered in different ways.) 2. Observe closely using simple equipment (living things in our immediate environment) 3. Perform simple tests 4. Identify and classify (dead, living, never alive in hoops) 5. using observations and ideas to suggest answers to questions (choice chambers and snails/ woodlice favourite foods) 6. gather and record data to help in answering questions</p>

		6. gather and record data to help in answering questions		5.using observations and ideas to suggest answers to questions 6. gather and record data to help in answering questions		
<b>HISTORY</b>	(Science Focus)	(Geography Focus)	<p><b><u>To build an overview of world history.</u></b></p> <ul style="list-style-type: none"> <li>-Describe historical events (First moon landing)</li> <li>- Describe significant people from the past (Neil Armstrong, Buzz Aldrin, Michael Collins)</li> <li>-Recognise there are reasons why people in the past acted as they did (Space Race etc)</li> <li>-Place events in order on a time line and use dates where appropriate. (parents/ grandparents birth, moon landing etc) Label/ vocab: past, present, newer, older, years , decades</li> </ul>	(Science Focus)	(Science Focus)	<p><b><u>To understand chronology</u></b> Victorian Seaside Famous person: Grace Darling <b><u>To build an overview of world history.</u></b></p> <ul style="list-style-type: none"> <li>-Describe historical events (Rescue at sea)</li> <li>- Describe significant people from the past (Grace Darling)</li> <li>-Recognise there are reasons why people in the past acted as they did</li> </ul> <p>Label: past, present, newer, older- (Victorian artefacts- booklet of materials used then and now)</p> <p>Timeline of events (recount) during rescue. Key dates for Grace Darling's life</p>

<p style="text-align: center;"><b>GEOGRAPHY</b></p>	<p>(Science Focus)</p>	<p>Africa (remind continents Y1) Ask and answer geographical questions. What is this place like? What or who will I see in this place? What do people do in this place? Identify key features of a location (mountains rivers etc) Vocab: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather Locate on map Locate continents on the map. (puzzles) Locate on globe. Identify continent of Africa and Europe (remind re Year 1) Comparisons: weather, food, clothes, daily life etc See Maths <b><u>Position and Direction</u></b> Use compass directions (NESW) and locational language (near, far) to describe location/ features on a map</p>	<p>(history focus)</p>	<p>(Science Focus)</p>	<p>(Science focus)</p>	<p>Geography of the seaside area. Physical and human features-UK settlement and contrasting non_UK settlement-African city).- Vocab: <u>Physical</u> beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather <u>Human</u>: city, town, village, factory, farm, house, office, shop Use aerial images (atlas of Wirral area and Chester) and plan perspectives (map of Red Rocks/ West Kirby) to recognise landmarks and key features (Hilbre Island etc) Identify UK and its countries/ along with their capital cities/ identify characteristics of countries and surrounding seas  Devise a simple map; use and construct basic symbols in a key. Use simple grid references</p>

<b>RE</b>	The Bible-introduction and old/ new testament  Old Testament Stories _Joseph and Technicoloured dream coat David and Goliath	Christmas Stories around the World- The Nativity. Baboushka etc	Jesus the Storyteller/ When he was 12. Parables- Epiphany (6 <sup>th</sup> Jan) and Candlemas (2 <sup>nd</sup> Feb)	Passover  Easter End of half term)	Symbols Of Christianity including the Church	Judaism- Shabbat (beg. of half term)
<b>COMPUTING</b>	Studio.code.org- revision  Coding- Scratch Junior  (Magic spells- colour changing etc Kodable app)	Colour Magic- pattern in nature RM data-handling Graph( and data base work- link to Maths) Label for Christmas biscuits to go home. Photo-story Africa	Touch-cast app-speech "When I landed on the moon"  Pic-collage moon buggy on moon  Alex- coding	Communicating: via VLE -reporting from outside broadcast- scrap-books, blogs and forums	Book creator- ebooks re minibeasts Beebot app	Pic-collage artefacts-app Picture insert and text colour/ size alteration
<b>ART AND DESIGN</b>	Colour mixing- primary to secondary colours  Key artist- Hundertwasser- cool/warm colours/ multi-layered, multimedia pictures	Weaving (Africa) Paper bead necklaces Black paper silhouettes (on sunset brusho background)	N/A(see D.T.)	Puppets for storytelling (spoons or finger puppets) -design, pattern, create, evaluate.	Batik minibeasts	Andy Goldsworthy- multimedia and using nature-possible journey sticks
<b>DESIGN TECHNOLOGY</b>	N/A	Biscuits- design, make, taste (Christmas)	Design and make Moon Buggies: design, source materials, cut dowing, make axis, add features, test for distance travelled, modify to improve (If time: Moon-rock cakes)	See Art	Minibeast puppets (felt designs)- design, create pattern, cut pattern, sew pieces/ glue pieces, decorate features	N/A (complete puppets)

<b>MUSIC</b>	<p>EXPLORING DURATION: -using long/short sounds - combine long/short sounds</p> <p>EXPLORING PULSE &amp; RHYTHM: -control pulse -combine pulse &amp; rhythm -copy rhythmic patterns</p> <p>EXPLORING TEMPO: -sudden/gradual changes</p>		<p>BEGINNING RECORDER PLAYING: -correct way to play -basic notation -performing from notation -listening to others &amp; appraising -rehearsing to improve</p>		<p>EXPLORING INSTRUMENTS &amp; SYMBOLS -how sounds can be combined -symbols representing sounds -play from graphic scores -write graphic scores -create class composition</p>	
<b>PHYSICAL EDUCATION</b>	<p>Throwing and catching What is an opponent/ Team player/ targets</p>	<p>Gymnastics African Dancing</p>	<p>Country Dancing Football skills- kicking/ dribbling/ passing</p>	<p>Country Dancing Maypole</p>	<p>Athletics/ games</p>	<p>Tennis Warm-up hit up/ down/side of racquet etc Lines on ground relays Forehand Cones for backhand Cones for volleys Nets for tournament</p>
<b>FL</b>	<p>Counting and how old we are Quel age as-tu?  Greetings  Classroom instructions (Levez les mains..)</p>	<p>Greetings- <u>First conversation</u> Ca va Comment t'appelles- tu?</p>	<p>Colours (Write first sentence)</p>	<p>Days of the week Fruits</p>	<p>Hungry Caterpillar story  Other food- healthy or unhealthy</p>	<p>Birthdays/ months of the year</p>
<b>PSHCE</b>	<p>To agree and follow rules for their group and classroom and to understand how rules help them. What am I good at? Who am I? (suitcases) Class 'contract' start of term To understand choices we can make and the difference between right and wrong (link to Joseph in R.E.)</p>	<p>To establish areas where we do well/ recognise strengths. To set goals for future improvement</p>	<p>Considering others in the community. Candlemas link. Community/ group links Church service</p>	<p>What improves/ harms our local natural and built environments. Some ways people look after them. Litter-picking/ gardening/ weeding</p>	<p>How we take responsibility for animals/pets. Considering creatures in our environment. Science link</p>	<p>Road safety and internet safety</p>