

YEAR 2

	AUTUMN			SPRING		SUMMER	
Theme	Trains (9 weeks)	Remembrance (1 week)	Christmas Around the World (3 weeks)	Our Monarchy (7 weeks)	New Life (5 weeks)	Wild (6 weeks)	Bangladesh (7 weeks)
Science	Uses of everyday materials - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <i>(- find out about people who developed useful new materials (John Dunlop, Charles Macintosh, John McAdam))</i>			Animals, including humans - notice that animals, including humans, have offspring which grow into adults - 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. <i>(- describe the life cycle of some living things (e.g. egg, chick, chicken))</i>		Living things and their habitats - explore and compare the differences between things that are living, dead, and things that have never been alive - 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 micro-habitats - 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. Plants - 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.	
	Working scientifically - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions <i>(- explain why it might not be fair to compare two things)</i> <i>(- say whether things happened as they expected)</i> <i>(- suggest how to find things out)</i>						

History	NC: Local history study: Significant historical events, people and places in their own locality The lives of significant individuals in the past who have contributed to national and international achievements Continuity and Change: How did the invention of trains make life better locally and nationally? -understand chronology and use vocabulary related to time -significance of George Stephenson (national); Sequence events of his life -identify national changes brought about by the train -significance of Rowland Winn (local) -identify the train's impact on Scunthorpe and the growth of the steelworks VOCABULARY Now, then, long ago, before, after, past, present, future, year, decade, century, before I was born, when I was younger Transport, railway, locomotive, significant, national, local, steelworks NC: Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements Similarity and Difference: How do we remember previous wars? -understand chronology and use vocabulary related to time -identify why we have Remembrance Day -understand the significance of the poppy -significance of Moina Michael -understand how the actions of people have effected the way we remember previous wars (Moina Michael, British Legion) -identify the importance of the Cenotaph and local war memorials VOCABULARY before, after, old, new, in the past, present symbol, poppy, battlefield, soldiers, war memorial, Cenotaph	NC: Changes within living memory The lives of significant individuals in the past who have contributed to national and international achievements Significance: Why is our monarchy important? -chronology – understand living memory and create timeline -know what a monarch is – introduce through stories featuring kings/queens -know who our current monarch is -understand why Princess Elizabeth became Queen Elizabeth II -know what a coronation is and why it is significant -know who the royal family is -understand succession and who preceded the current monarch and who will follow -understand how the Queen is significant in our local area/our lives today VOCABULARY Now, then, long ago, before, after, past, present, future, year, decade, century, before I was born, when I was younger Monarch, monarchy, royal, Royal family, succession, coronation, significant	
<u>HISTORICAL SKILLS</u> <u>Chronology</u> ● know where the people and events they study fit within a chronological framework ● sequence a set of events in chronological order and give reasons for their order ● sequence events about the life of a famous person <u>Interpreting the Past</u> ● explain how their local area was different in the past ● explain why eye-witness accounts may vary ● recount some interesting facts from an historical event ● explain why someone in the past acted in the way they did ● identify different ways in which history is presented <u>Historical Enquiry and Using Sources</u> ● ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events ● answer questions by using a specific source, such as an information book ● understand some of the ways in which we find out about the past ● find out something about the past by talking to an older person <u>KEY CONCEPTS</u> ● Continuity and Change: Identify similarities / differences between ways of life at different times ● Cause and Consequence: Recognise why people did things, why events happened and what happened as a result ● Similarity and Difference: Make simple observations about different types of people, events, beliefs within a society ● Significance: Talk about who was important e.g. in a simple historical account			

Geography	Trains - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - 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 routes on a map - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment - devise a simple map; and use and construct basic symbols in a key <i>devise a simple map; and use and construct basic symbols in a key</i> <i>(- say what they like about their locality and what makes it special)</i> <i>(- describe some physical features of their own locality)</i> <i>(- think of a few relevant questions to ask about a locality)</i> (- name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house') <i>(- name different jobs that people living in their area might do)</i> <i>(- explain how people may spoil the area and how people try to make the area better)</i> <i>(- explain what facilities a town or village might need)</i> (- find where they live on a map of the UK) (- find the longest and shortest route using a map) Christmas Around the World - name and locate the world's seven continents and five oceans - 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 - identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <i>(- explain the main features of a hot and cold place)</i> (- point out where the equator, north pole and south pole are on a globe or atlas) (- find where they live on a map of the UK) <i>(- make plausible predictions about what the weather may be like in different parts of the world)</i>		Bangladesh - 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 - 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 - use basic geographical vocabulary to refer to: i) key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ii) key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <i>(- label a diagram or photograph using some geographical words)</i> <i>(- find out about a locality by using different sources of evidence)</i> <i>(- find out about a locality by asking some relevant questions to someone else)</i> (- describe a place outside Europe using geographical words) (- describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley) <i>(- explain how the jobs people do may be different in different parts of the world)</i> (- find where they live on a map of the UK) <i>(- make inferences by looking at a weather chart)</i> <i>(- use a map, photographs, film or plan to describe a contrasting locality outside Europe)</i>
	- develop knowledge about the world, the United Kingdom and their locality - understand basic subject-specific vocabulary relating to human and physical geography - begin to use geographical skills, including first-hand observation, to enhance their locational awareness		

Computing	Basic skills: Children log in to a Chromebook on a weekly basis, accessing educational sites such as Numbots and Times Tables Rockstars, use of mouse/trackpad control and/or typing games.		
	Computer Science – Programming controllable toy with an external device - recap what an algorithm is - use Bluebot Tactile Readers - o connect a Bluetooth device - o sequence tiles to perform a complex set of instructions - o recognise bugs and debug - use Bluebot app to control Bluebots - o connect a Bluetooth device - o sequence commands to perform a complex set of instructions - o recognise bugs and debug	Computer Science – Programming controllable toy with an external device - recap what an algorithm is - use Bluebot Tactile Readers - o connect a Bluetooth device - o sequence tiles to perform a complex set of instructions - o recognise bugs and debug - use Bluebot app to control Bluebots - o connect a Bluetooth device - o sequence commands to perform a complex set of instructions - o recognise bugs and debug	Computer Science – Programming controllable toy with an external device - recap what an algorithm is - use Bluebot Tactile Readers - o connect a Bluetooth device - o sequence tiles to perform a complex set of instructions - o recognise bugs and debug - use Bluebot app to control Bluebots - o connect a Bluetooth device - o sequence commands to perform a complex set of instructions - o recognise bugs and debug
	Key vocabulary: bluetooth, algorithm, bug, debug,	Key vocabulary: bluetooth, algorithm, bug, debug,	Key vocabulary: bluetooth, algorithm, bug, debug,
	Digital Literacy – Digital Photography <i>Recognise that different devices can be used to capture photographs. Capture, edit, and improve photos. Use this knowledge to recognise that images they see may not be real.</i> - use a digital device to take a photograph - make choices when taking a photograph - describe what makes a good photograph - decide how photographs can be improved - use tools to change an image - recognise that photos can be changed	Digital Literacy – Digital Photography <i>Recognise that different devices can be used to capture photographs. Capture, edit, and improve photos. Use this knowledge to recognise that images they see may not be real.</i> - use a digital device to take a photograph - make choices when taking a photograph - describe what makes a good photograph - decide how photographs can be improved - use tools to change an image - recognise that photos can be changed	Digital Literacy – Digital Photography <i>Recognise that different devices can be used to capture photographs. Capture, edit, and improve photos. Use this knowledge to recognise that images they see may not be real.</i> - use a digital device to take a photograph - make choices when taking a photograph - describe what makes a good photograph - decide how photographs can be improved - use tools to change an image - recognise that photos can be changed
	Key vocabulary: camera, photograph, capture, image, landscape, portrait, framing, subject, compose, light source, flash, focus, edit, filter, format, lighting	Key vocabulary: camera, photograph, capture, image, landscape, portrait, framing, subject, compose, light source, flash, focus, edit, filter, format, lighting	Key vocabulary: camera, photograph, capture, image, landscape, portrait, framing, subject, compose, light source, flash, focus, edit, filter, format, lighting
	Online Safety: I can explain how other people may look and act differently online and offline. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help. I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online. I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can identify who can help me if something happens online without my consent. I can use simple keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). *I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. I can explain why some information I find online may not be real or true. I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. I can explain how passwords can be used to protect information, accounts and devices. I can explain and give examples of what is meant by 'private' and 'keeping things private'. *I can recognise that content on the internet may belong to other people.		
	*Covered in NCCE units		

Music	Listen & Appraise	Games	Singing	Playing Instruments	Improvisation	Composition	Perform & Evaluate
	1. Try to recognise /identify very simple style indicators and different instruments used. 2. March, clap, tap your knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse. 3. Start using basic musical language to describe the music you are listening to and your feelings towards it. 4. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. 5. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.	1. Continue to learn to find and internalise the pulse on their own or with support. 2. Demonstrate more confidently how they find / feel the pulse. 3. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing back over the Games Track in time. 4. Clap the rhythm of their name, favourite food, favourite colour etc confidently and create their own rhythm when asked. 5. Show a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.	1. Continue to understand how to work together as part of a group and with their friends, gradually developing the confidence to sing alone. 2. Continue to understand the importance of warming up their voices and to establish a good singing position. 3. Consider that words mean something and how they work together with the music. 4. Sing with a good sense of the pulse internally and try to sing together and in time with the group. 5. Stop and start as appropriate, begin to follow a leader/conductor.	1. Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. 2. Move between differentiated parts as required using a sound-before symbol approach. 3. Continue to respond to basic musical cues from the leader /conductor. 4. Continue to treat your instrument with respect and how to play it correctly. 5. Play more confidently as part of your ensemble /group with a sound-before-symbol (by ear) approach.	1. Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt. 2. Deepen your understanding through activity, so that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. 3. Continue to improvise using very simple patterns on your instrument and/or voice. 4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. 5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using one or two notes.	1. Continue to create your own very simple melodies (usually in a group) within the context of the song that is being learnt. 2. Move beyond composing using one or two notes, increasing to three notes if appropriate. 3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. 4. Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo) and slower (tempo). 5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.	1. Continue to work together as part of an ensemble /band. Remember the importance of starting and ending together. Try to follow the band / conductor leader. 2. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible. 3. Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. 4. Practise, rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.

Art and design	Knowledge	Drawing	Painting	Printing	3D / Textiles	Collage	Digital Media	Sketchbooks
		<i>Pencils, charcoals, wax, crayons, pastels, chalk, pens</i>	<i>Powder, ready mix, block, watercolours, acrylics, textured paints (by adding sand, etc)</i>	<i>Rubbings, relief, monoprints, wood, objects (hard and soft)</i>	<i>Dough, clay, plasticine, papier mache, junk modelling, wire, modroc, wood, metal weaving, stitching, batik, applique</i>	<i>Materials, papers, objects, textures, colours</i>	<i>Computers, tablets, photography, art packages</i>	
	- link colours to natural and man-made objects - say how other artist/craft maker/designer have used colour, pattern and shape - create a piece of work in response to another artist's work	- use three different grades of pencil in their drawing (4B, 8B, HB) - use charcoal, pencil and pastels - create different tones using light and dark and look at shadows - show patterns and texture in their drawings - use a viewfinder to focus on a specific part of an artefact before drawing it	- mix paint to create all the secondary colours - mix and match colours, predict outcomes - mix their own brown - make tints by adding white - make tones by adding black	- create a print using pressing, rolling, rubbing and stamping - create a print like a designer	- make a clay pot - join two finger pots together - add line and shape to their work - shape and form from direct observation (malleable and rigid materials) - join fabric using glue - sew fabrics together - create part of a class patchwork	- create individual and group collages - use different kinds of materials on their collage and explain why they have chosen them - use repeated patterns in their collage	- create a picture independently - use simple IT mark-making tools, e.g. brush and pen tools - edit their own work - take different photographs of themselves displaying different moods - change their photographic images on a computer	- begin to demonstrate their ideas through photographs and in their sketchbooks - set out their ideas, using 'annotation' in their sketchbooks - keep notes in their sketchbooks as to how they have changed their work
Vocab	Natural Man-made	Tones Light/dark Shadows Patterns Texture Viewfinder Artefact	Tints Tones Watercolours	Pressing Rolling Rubbing/s Stamping Monoprints	Texture Line Shape Form Patchwork Textiles	Texture	Photographer Mood Mark-making	Annotation

D&T	Trains	New Life	Bangladesh
	Construction Vehicles (Inspire afternoon)	Textiles Patchwork blanket (Cross curricular with art linked to the trip)	Cooking & Nutrition Aloo Fritters
	DESIGN → MAKE → EVALUATE - select and name tools needed to work the materials and give reasons why they are the best tools / material for the project - select appropriate techniques explaining: First... Next... Last... - think of ideas and plan what to do next - use pictures and words to convey what they want to design and make - describe models and drawings of ideas and intentions - use kits/reclaimed materials to develop an idea - use drawings to record ideas as they are developed and add notes to drawings to help explanations - join things (materials/ components) together in different ways - explain what went well with their work and what they would improve - discuss how closely their finished products meet their design criteria		
	- use a range of materials to create models with wheels and axels e.g. glue, tape, dowel and cotton reels - attach wheels to a chassis using an axle - join appropriately for different materials and situations - mark out materials to be cut using a template - observe glue gun being used by an adult	- use joining techniques: stapling, running stitch, safety pins -be able to start and finish off when sewing	- prepare simple dishes safely and hygienically, using a heat source (adult led) - cut, peel and grate a range of ingredients - measure and weigh food items – non-statutory measures e.g. spoons, cups - introduce CAD - Tinker cad website. Children to explore and investigate. - grow plants such as cress and herbs from seed with the intention of using them for their food product
Voc	Construction	Textiles	Cooking & Nutrition
	three-dimensional (3-D), structure, framework, surface, edge, point, cuboid, cube, cylinder, curve, vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, names of tools, equipment and materials used	staple running stitch safety pin	ingredients' names, names of equipment and utensils, sensory vocabulary e.g. sharp, crisp, sour, hard, flesh, skin, seed, slicing, peeling, cutting, squeezing, healthy diet

RE	Trains	Christmas around the world	Our Monarchy	New Life	Bangladesh
	Being Human – Islam <i>Believing</i>	Life Journey – Islam <i>Living</i>	Being Human – Christianity <i>Believing</i>	Life Journey – Christianity <i>Living</i>	Thankfulness <i>Believing, Living, Thinking</i>
	What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?	What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?	What does the Bible say about how Christians should treat others and live their lives? How can Christian faith and beliefs be seen in the actions of inspirational Christians?	What do Christians do to celebrate birth? What does it mean and why does it matter to belong?	Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Holi in Hinduism.
	<i>Building on the learning from Year 1, pupils learn more about what Muslims believe about human beings, their relationship to each other and their relationship to Allah (God).</i>	<i>Having explored beliefs about human beings in the previous term, pupils now have the opportunity to learn about how Muslims welcome a new human into the world.</i>	<i>Building on the learning from Year 1 and autumn term, pupils learn more about what Christians believe about human beings, their relationship to each other and their relationship to God.</i>	<i>Having explored beliefs about human beings in the previous term, pupils now have the opportunity to learn about how Christians welcome a new human into the world.</i>	<i>Building on the learning in autumn term, pupils broaden their understanding of different ways in which religious and non-religious people show gratitude.</i>
Vocab	Imam (faith) Akhlaq (character, moral conduct) Zakat (charitable giving 2.5% annually)	Ummah (community) Aqiqah (ceremony at 7 days)	Parable	Christening Pastor	Covenant

PSHE	<u>Bullying</u> - Understand what bullying is and know what to do if they think they might be being bullied. <u>Exploitation / Prevent</u> - Understand what exploitation is (use the story 'Hansel and Gretel' and explain how the Step-mother and the witch exploited them). -Discuss careers and gender assumptions.	<u>Relationships and Sex Education</u> - Identify what their friends do that makes them feel good. - Know what a young carer is. <u>RSE objectives covered by 'Big Talk'</u> - Know what we call girl and boy body parts. - Know where babies come from. - Know and understand the PANTS rule. - Identify which parts of their bodies are private. - Understand when it is ok to let another person touch them or what to do if they want to touch themselves. - Identify key people that they can go to if someone wants to touch their private parts or if they want to talk/ask questions. <u>Feelings and Emotions</u> - Recognise a further range of emotions in themselves and others (lonely, loved, bored, nervous, worried). - Explore the idea that emotions need to be managed.	<u>Drugs, Alcohol and Tobacco</u> - Know different forms of medicine (tablets, cream, injections, liquid medicine, asthma inhalers, nasal spray) - Identify when we need medicine and understand that we take it to get better. - Understand how we use medicines safely. - Identify other substances in the home that are not safe (bleach, washing tablets, fabric softener). <u>Healthy Lifestyles</u> - Know that eating healthy and exercising can make people feel better about themselves.
--------------------	--	--	--

PE	Fundamentals -To develop balance, stability and landing safely. -To explore how the body moves differently when running at different speeds. -To develop changing direction and dodging. -To develop and explore jumping, hopping and skipping actions. -To develop co-ordination and combining jumps. -To develop combination jumping and skipping in an individual rope.	Fitness -To understand how to run for longer periods of time without stopping. -To develop co-ordination and timing when jumping in a long rope. -To develop individual skipping. -To take part in a circuit to develop stamina and agility. -To explore exercises that use your own body weight. -To develop 'ABC,' agility, balance and co-ordination.	Dance -To remember, repeat and link actions to tell the story of my dance. -To develop an understanding of dynamics and how they can show an idea. -Use counts of 8 to help you stay in time with the music. -To explore pathways and levels. -Show expression and character. -To copy, repeat and create actions in response to a stimulus and considering dynamics. -To create a short dance phrase with a partner showing clear changes of speed. -To copy, repeat and create movement patterns in response to the theme. -To create and perform using unison, mirroring and matching with a partner.	Team Building -To follow instructions and work with others. -To co-operate and communicate in a small group to solve challenges. -To create a plan with a group to solve the challenges. -To communicate effectively and develop trust. -To work as a group to solve problems. -To work with a group to copy and create a basic map.	Athletics -To develop the sprinting action. -To develop jumping for distance. -To develop technique when jumping for height. -To develop throwing for distance. -To develop throwing for accuracy. -To develop technique when taking part in an athletics carousel.	Yoga -To copy and repeat yoga poses. -To develop an awareness of strength when completing yoga poses. -To develop an awareness of flexibility when completing yoga poses. -To copy and remember actions linking them into a flow. -To create a flow and teach it to a partner. -To explore poses and create a yoga flow.
	Target Games -To develop an understanding of target games and consider how much power to apply when aiming at a target. -To understand how to score in different target games using overarm throwing. -To develop understanding of different target games using the skill of kicking -To develop striking to a target. -To develop hitting a moving target. -To select an appropriate skill to play a game.	Invasion -To understand what being in possession means and support a teammate to do this. -To use a variety of skills to score goals. -To develop stopping goals. -To learn how to gain possession of the ball. -To develop an understanding of marking an opponent. -To learn to apply simple tactics for attacking and defending.	Sending and Receiving -To roll a ball towards a target. -To be able to track and receive a rolling ball. -To be able to stop, send and receive a ball with your feet. -To develop throwing and catching skills. -To send and receive a ball using a racket.	Gymnastics -To perform gymnastic shapes and link them together. -To be able to use shapes to create balances. -To be able to link travelling actions and balances using apparatus. -To demonstrate different shapes, take off and landings when performing jumps. -To develop rolling and sequence building. -To develop sequence work on apparatus.	Net and Wall -To develop racket familiarisation. -To develop placing an object -To use the ready position to defend space on court. -To develop returning a ball with hands. -To develop returning a ball using a racket. -To move an opponent to win a point.	Striking and Fielding -To be able to track a rolling ball and collect it. -To develop accuracy in underarm throwing and consistency in catching when fielding a ball. -To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score -To develop striking for distance and accuracy. -To develop decision making to get a batter out. -To develop decision making when under pressure.