






Year Group: 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Teacher:</b> Miss McBride						
<b>RE</b>	Creation and Covenant	Prophecy and promise	Galilee to Jerusalem	Desert to garden	To the ends of the Earth	Dialogue and encounter
<b>English</b>	<p><b>Focus Texts:</b> Prince Cinders <b>Babette Cole</b></p>  <p>King Change a lot <b>Babette Cole</b></p>  <p>The pea and the princess <b>Mini Grey</b></p>  <p><b>Writing Genres:</b> Stories by the same author Character description</p>	<p><b>Focus Texts:</b> Vlad and the Great Fire of London <b>Kate Cunningham</b></p>  <p>The Baker's boy and the Great Fire of London <b>Tom Bradman and Tony Bradman</b></p>  <p><b>Writing Genres:</b> Setting description Historical narrative re-tell</p>	<p><b>Focus Texts:</b> Sona Sharma, looking after Planet Earth <b>Chitra Soundar &amp; Jen Khatun</b></p>  <p><b>Writing Genres:</b> Non-Chronological report Haiku poetry</p>	<p><b>Focus Text:</b> George's Marvellous Medicine <b>Roald Dahl</b></p>  <p><b>Writing Genres:</b> Narrative retell Instructional text</p>	<p><b>Focus Text:</b> Anna Hibiscus <b>Atinuke</b></p>  <p><b>Writing Genres:</b> Fables Recount</p>	<p><b>Focus Text:</b> The Breakfast Club Adventures <b>Marcus Rashford</b></p>  <p><b>Writing Genres:</b> Biography Mystery narrative</p>
<b>Maths</b>	<p><b>Numbers within 100</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>Read, write, represent, partition, compare and order numbers to 100.</li> <li>Explore patterns including, odds and evens, tens and ones.</li> </ul> <p><b>Addition and subtraction of 2-digit numbers</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>Apply number bonds to add and subtract.</li> <li>Represent and explain addition and subtraction of two 2-digit numbers.</li> <li>Add three 1-digit numbers.</li> </ul> <p><b>Addition and subtraction word problems.</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>Introduction to bar models as a representation.</li> <li>Create, label and sketch bar models.</li> </ul>	<p><b>Measures: Length</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>Draw and measure lengths in centimetres.</li> <li>Use &lt;, &gt; and = to compare and order lengths in metres and centimetres.</li> </ul> <p><b>Graphs</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>Represent and interpret: pictograms, block diagrams, tables and tally charts.</li> </ul> <p><b>Multiplication and division</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>Explore multiplication and division through arrays.</li> <li>Explore division as grouping and as sharing.</li> <li>Connect multiplication and division facts using commutativity and inverse.</li> <li>Calculate the times tables of 2, 4 and 10 using different strategies.</li> </ul>	<p><b>Time</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>Tell the time on an analogue clock: quarter past, quarter to and five minute intervals.</li> <li>Calculate durations of time in minutes and seconds.</li> <li>Sequence daily events</li> <li>Recognise minutes in an hour and hours in a day.</li> </ul> <p><b>Fractions</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>Explore part-whole relationships.</li> <li>Fractions as part of a whole or a whole set.</li> <li>Relate to division.</li> <li>Equivalent fractions.</li> </ul> <p><b>Addition and subtraction of 2-digit numbers</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>Illustrate, represent and explain addition and subtraction involving regrouping including 'Make Ten', 'Round and adjust' and near doubles strategies.</li> </ul>	<p><b>Money</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>Recognise coins and notes.</li> <li>Use £ and p accurately.</li> <li>Add and subtract amounts.</li> <li>Calculate change.</li> </ul> <p><b>Faces, shapes and patterns; lines and turns.</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>Explore, sort and describe 2-D shapes.</li> <li>Lines of symmetry in 2-D shapes.</li> <li>Identify 2-D shapes on 3-D shapes.</li> <li>Compare and sort 2-D and 3-D shapes.</li> <li>Use language to describe position, direction and rotation to follow a route.</li> </ul>	<p><b>Numbers within 1000</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>Represent in different ways.</li> <li>Compare using symbols.</li> <li>Read scales</li> </ul> <p><b>Measures: Capacity and volume</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>Read and measure temperature.</li> <li>Estimate, measure and understand litres and millilitres.</li> <li>Compare and order capacities.</li> </ul> <p><b>Measures: Mass</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>Weigh and compares masses in kilograms and grams.</li> </ul>	<p><b>Exploring calculation strategies</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>Apply addition and subtraction strategies to solve equations.</li> <li>Illustrate and explain addition and subtraction using column method.</li> </ul> <p><b>Exploring multiplicative thinking</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>Pattern seek with multiples of 2, 3, 4, 5 and 10 using an array.</li> <li>Use known facts to derive facts from the 3 and 4 times tables.</li> <li>Connect multiplication and division facts using commutativity and inverse.</li> </ul>
<b>Science</b>	 <p><b>Animals: Need and survival</b></p>	 <p><b>Uses of materials</b></p>	 <p><b>Habitats</b></p>	 <p><b>Plants: Bulbs and growth</b></p>	 <p><b>Protecting our environment</b></p>	

	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>To find out about and describe the basic needs of animals, including humans.</li> <li>To describe the importance of exercise, types of food and hygiene.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>To identify and compare the suitability of a variety of everyday materials.</li> <li>Investigate how the shapes of solid objects, made from some materials, can be changed.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>The difference between things that are living, dead and things which have never been alive.</li> <li>Recognise that most organisms live within habitats and how they are suited to life and depend on one another.</li> <li>To construct simple food chains, identifying and classifying organisms within habitats.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>To observe and describe how seeds and bulbs mature into plants.</li> <li>Recognise and describe why plants need water, light and a suitable temperature to stay healthy.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>To consider the environment and their role in protecting it.</li> <li>How habitats can be negatively impacted.</li> <li>How simple actions at home could support the protection of the environment.</li> </ul>
<b>History</b>	 <p><b>Kings and Queens</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To study an aspect of British history to extend their chronological knowledge beyond 1066.</li> <li>To study the British monarchy from 1066 to present day, acquiring historical knowledge whilst developing their use of historical concepts to evaluate the theme of 'balance of power'.</li> </ul>	 <p><b>The Great Fire</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To study an event beyond living memory that is significant nationally.</li> <li>To study the great fire of London, acquiring historical knowledge to evaluate the significance of the event.</li> </ul>			 <p><b>They made a difference</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To study the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>To develop use of historical concepts and evaluate the significance of the individuals of the past.</li> </ul>
<b>Geography</b>			 <p><b>Planet Earth</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To name and locate the world's seven continents and five oceans.</li> <li>To study the locations of hot and cold areas of the world in relation to the Equator and the North and South Poles by building on their vocabulary of geographical terms.</li> </ul>	 <p><b>Life in Kenya</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To explore 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.</li> <li>To study the 'human and physical' strands of geography by locating the hot and cold areas of the world in relation to the Equator and by building on vocabulary of geographical terms.</li> </ul>	
<b>Art</b>	<p><b>Drawing</b> <b>Tell a Story</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.</li> </ul>	<p><b>Felting</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To felt a background and add a felt candle.</li> </ul>	<p><b>Painting and Mixed Media</b> <b>Life in colour</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To consolidate their knowledge of colour mixing and create textures in paint using different tools.</li> </ul>	<p><b>Glue Batik</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To create a simple repeated pattern of flowers.</li> </ul> <p><b>Photography</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To create an Easter scene and capture a photograph.</li> </ul>	<p><b>Sculpture</b> <b>Clay Houses</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To develop their ability to work with clay that uses techniques such as cutting, shaping, joining and impressing into clay.</li> </ul>
<b>Design Technology</b>		<p><b>Structures</b> <b>London Bridge</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To explore different shapes and materials to build a load bearing structure.</li> </ul> <p><b>Greeting Card Craft</b></p>		<p><b>Mechanisms</b> <b>Making a Moving Monster</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To practise making linkages and experiment with various materials.</li> </ul> <p><b>Greeting Card Craft</b></p>	<p><b>Cooking</b> <b>Balanced Diet</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To explore and learn what forms a balanced diet.</li> </ul>

<b>PE</b>	<p><b>Invasion</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To develop understanding of invasion games and the principles of defending and attacking.</li> <li>To throw, catch, kick, dribble, dodge and find space.</li> </ul>	<p><b>Fitness</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To acquire the following skills: agility, balance, co-ordination, speed, stamina and skipping.</li> <li>To take turns, encouraging and supporting others.</li> <li>To identify strengths and areas for improvement, observing and providing feedback.</li> </ul>	<p><b>Gymnastics</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To perform in shapes, balance, travelling movements, barrel roll, straight roll and forwards roll.</li> <li>To observe and provide feedback, selecting and applying actions.</li> </ul>	<p><b>Striking and Fielding</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To track a ball, bowling, batting and throwing and catching.</li> <li>To think by selecting and applying, using tactics and decision making.</li> </ul>	<p><b>Net and Wall</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To throw, catch, explore racket skills, hitting a ball and to stand in the 'ready' position.</li> <li>To reflect, select and apply skills through decision making.</li> </ul>	<p><b>Athletics</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To run at different speeds and jump and throw for distance.</li> <li>To work safely, collaboratively and independently with determination.</li> <li>To observe and provide feedback, exploring ideas.</li> </ul>
<b>Music</b>		<p><b>Call and Response (Animals)</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To know that dynamics can change the effect a sound has on the audience.</li> <li>To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.</li> <li>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</li> <li>To demonstrate both a call and response.</li> </ul>	<p><b>Instruments (Musical storytelling)</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To know that musical instruments can be used to create 'real life' sound effects.</li> <li>To know how to identify appropriate musical dynamic choices for tempo and dynamic.</li> <li>To give specific examples of how the music corresponds to actions in the story.</li> <li>Work as part of a group and perform confidently using appropriate musical sounds.</li> </ul>	<p><b>Pitch (Musical me)</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To understand that 'melody' means a tune.</li> <li>To know that 'notation' means writing music down so that someone else can play it.</li> <li>To understand that 'accompaniment' can mean playing instruments along with a song.</li> <li>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</li> <li>How to read notation from left to right, recognise when notes stay the same and recognise missing notes on a staff.</li> </ul>		<p><b>Structure (Myths and Legends)</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>How to recognise, play and write rhythms with one beats and paired half beats.</li> <li>That a graphic score can show a picture of the structure of music.</li> <li>To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</li> <li>To add rhythms to a structure to create a beginning, middle and end.</li> <li>How to use a thinking voice to play rhythms on an instrument.</li> </ul>
<b>Computing</b>		<p><b>iSearch</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To research online.</li> <li></li> </ul>	<p><b>iSafe</b></p> <p>Children will learn:</p> <p>To use the internet safely. How to stay safe online.</p>	<p><b>iProgram</b></p> <p>Children will learn:</p> <p>To create animations with Scratch.</p>		<p><b>iAnimate</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To explore animation.</li> </ul>
<b>RSE</b>	<p><b>Religious understanding</b></p> <ul style="list-style-type: none"> <li>Let the Children Come</li> </ul> <p><b>Me, my body, my health</b></p> <ul style="list-style-type: none"> <li>I am unique</li> </ul>	<p><b>Me, my body, my health</b></p> <ul style="list-style-type: none"> <li>Girls and boys</li> <li>Clean and Healthy (my body)</li> </ul>	<p><b>Emotional well-being</b></p> <ul style="list-style-type: none"> <li>Feelings, likes and dislikes</li> <li>Feeling inside out</li> <li>Super Susie gets angry</li> </ul> <p><b>Life cycles</b></p> <ul style="list-style-type: none"> <li>The cycle of life</li> <li>Beginnings and endings</li> </ul>	<p><b>Religious understanding</b></p> <ul style="list-style-type: none"> <li>God loves you</li> </ul> <p><b>Personal relationships</b></p> <ul style="list-style-type: none"> <li>Special people</li> <li>Treat others well...</li> <li>...and Say Sorry</li> <li>Real life online</li> <li>Rules to help us.</li> </ul>	<p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>Good secrets and bad secrets</li> <li>Physical contact</li> <li>Harmful substances</li> <li>Can you help me?</li> </ul>	<p><b>Religious understanding</b></p> <ul style="list-style-type: none"> <li>Three in one</li> <li>Who is my neighbour?</li> </ul> <p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>The communities we Live in</li> </ul>