

## Year 2 2023/2024

Autumn Term 1	Autumn Term 2	Spring Term	Summer Term
Topic 1	Topic 2	Topic 3	Topic 4
Brilliant Britian (Geography)	Brilliant Britain (History)	Excellent Explorers	Towers and Turrets
Learn about the 4 countries in Great Britain.	Learn about famous queens (Victoria and Elizabeth II)	Learn about the whole globe including continents and famous explorers (Christmas Columbus and Neil Armstrong)	Learn about castles through historical enquiry and exploring historical sources
<b>English</b>			
<ol style="list-style-type: none"> <li>1. Writing to entertain: Traditional stories (Town Mouse and the country Mouse )</li> <li>2. Writing to entertain: Poetry on a theme (Autumn)</li> <li>3. Writing to explain: Non-chronological reports (traditions in the 4 countries)</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing to entertain: First person narrative</li> <li>2. Writing to entertain: Shape poems</li> <li>3. Writing to explain: Fact files</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing to entertain: Stories about an adventure (Meerkat Mail)</li> <li>2. Writing to entertain: stories from a range of cultures (Lion)</li> <li>3. Writing to entertain: Acrostic</li> <li>4. Writing to recount: Recount historical events in 3<sup>rd</sup> person</li> <li>5. Writing to instruct</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing to entertain: traditional tales (Cinderella)</li> <li>2. Writing to entertain: Stories from a fantasy world (Dragons)</li> <li>3. Writing to recount: Recount personal experiences (Warwick castle trip)</li> <li>4. Writing to instruct</li> <li>5. Writing to explain: Non-chronological reports (Life in the medieval times)</li> </ol>
<b>Maths</b>			
<ul style="list-style-type: none"> <li>• Place value</li> <li>• Addition and subtraction</li> <li>• Shape</li> </ul>	<ul style="list-style-type: none"> <li>• Addition and Subtraction</li> <li>• Shape</li> </ul>	<ul style="list-style-type: none"> <li>• Money</li> <li>• Multiplication and division</li> <li>• Length and height</li> <li>• Mass, capacity and temperature</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions</li> <li>• Time</li> <li>• Statistics</li> <li>• Position and direction</li> </ul>
<b>Science</b>			
<u>Living things and their habitats</u>  Explore and compare the differences between things that are living, dead, and things that have never been alive.  Identify, group and classify.	<u>Materials</u>  Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum.	<u>Animals</u>  Notice that animals including humans have offspring which grow into adults.	<u>Plants</u>  Observe and describe how seeds and bulbs grow into mature plants.

<p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>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>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for riting to particular uses.</p> <p>Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Perform simple tests including comparative tests.</p>	<p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Use observations and ideas to suggest answers to questions noticing similarities, differences and patterns</p>	<p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Use simple equipment to observe closely including changes over time</p> <p>Gather and record data to help in answering questions including from secondary sources of information.</p>
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*PE*

<p>Ball skills</p> <p>Fundamental movement skills</p> <p><u>Stability skills</u></p> <ul style="list-style-type: none"> <li>• Hold mini front support – place cone on tummy and take off with other hand.</li> <li>• Stand still for 30 seconds.</li> </ul> <p>Stand on narrow beam with good stance for 10 seconds</p>	<p>Dance</p> <p>Gymnastics</p>	<p>Bat and Ball skills</p> <p>Ball Games</p> <p>Gymnastics</p> <p>Skipping and fitness</p>	<p>Athletics</p> <p>Sports Day skills</p> <p>Dance</p> <p>Orienteering</p>
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*History*

	<p>Relate his/her own account of an event and understand that others may give a different version</p> <p>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</p>	<p>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</p> <p>Speak, draw or write about how he/she has found out about the past.</p>	<p>Show an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to</p>
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	<p>Use a wider historical vocabulary to describe aspects of the past</p> <p>Place known events and people in chronological order.</p>	<p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare</p> <p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Christopher Columbus and Neil Armstrong, Mary Seacole and/or Florence Nightingale</p>	<p>show that he/she knows and understands key features of events.</p> <p>Describe some simple similarities and differences between artefacts.</p> <p>Speak, draw or write about how he/she has found out about the past.</p> <p>Place known events and people in chronological order.</p>
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**Geography**

<p>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.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Use geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Name, describe and compare familiar places.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Understand how some places are linked to other places e.g. roads, trains.</p>	<p>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.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.</p> <p>Name, describe and compare familiar places.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and countries around the world.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom (forest school)</p>	<p>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.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom (forest school)</p>
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**Art and D/T**

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<p><u>Landscapes and cityscapes (LS Lowry)</u></p> <p>Know about a range of artists, craft makers and designers describing similarities and differences between them whilst also making links to their own work.</p> <p>Make decisions about when to use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks to represent objects</p> <p>Make marks in print using found objects and basic tools and use these to create more complex repeating patterns (Forest School)</p> <p><u>Cooking</u></p> <p>Use a wider range of cookery techniques to prepare food safely</p>	<p><u>Portraits</u></p> <p>Use artwork to record ideas, observations and experiences and discuss it's meaning.</p> <p>Know the names of tools, techniques and elements that he/she uses.</p> <p>Make decisions about when to use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks to represent objects</p> <p>Explore and begin to refine mark-making using a variety of tools.</p>	<p><u>Comparing artists</u></p> <p>Explain what he/she likes about the work of others and explain why.</p> <p>Give reasons for his/her preferences when looking at art/craft or design work.</p> <p>Compare different artistic works made by craftspeople from different cultures and times.(Henri-Edmond Cross, Alfred Wallis, Van Gogh, Alma Thomas)</p> <p>Make textured and multi layered collages from a variety of media and by folding, crumpling and tearing materials.</p> <p>More confidently use basic tools on rigid and flexible materials</p> <p>Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings.</p> <p><u>Cooking</u></p> <p>Understand the need for a variety of food in a diet.</p> <p>Understand that all food has to be farmed, grown or caught.</p> <p><u>DT – elastic band vehicles</u></p> <p>Use a range of simple tools to cut, join and combine materials and components safely.</p> <p>Explore and evaluate a range of existing products and those that he/she has made.</p> <p>Evaluate their ideas and products against a design criterion.</p>	<p><u>Sewing</u></p> <p>Compare different artistic works made by craftspeople from different cultures and times (Bayeux tapestry)</p> <p>Sort, cut and shape fabrics and refining ways of joining them.</p> <p>Develop techniques to join fabrics and apply decorations such as a running or over stitch.</p> <p><u>3D castles</u></p> <p>Experiment with different materials to design and make art work in two and three dimensions.</p> <p>Represent things observed, remembered or imagined using colour/tools in two and three dimensions.</p> <p>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria.</p> <p>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a wide range of materials and components according to their characteristics</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>
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		Explore and use mechanisms e.g. wheels and axels, in his/her products	Explore and use mechanisms e.g. levers and sliders in his/her products
<i>ICT</i>			
<u>E-safety</u> Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.  Use technology safely and keep personal information private.	<u>Computers</u> Recognise common uses of information technology beyond home and school.	<u>Using a computer</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content  Compare the benefits of different programs when creating digital content.	<u>Coding</u> Understand what algorithms are and how they are implemented on digital devices. Use logical reasoning to predict the behaviour of simple programs.  Create and debug simple programs.  Debug simple programs by using logical reasoning to predict the actions instructed by the code.
<i>RE</i>			
Identify core beliefs and concepts of Hinduism and give a simple description of what they mean.  Give examples of ways in which believers put their beliefs into practice comparing Hinduism and Christianity.		Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between Hinduism and Christianity	Retell and suggest meanings to some religious and moral stories from Hinduism.  Give examples of how Hindu stories show what people believe (e.g. the meaning behind a festival)  Give clear, simple accounts of what stories and other texts mean to believers in Hinduism.  Give examples of how people use stories, texts and teachings to guide their beliefs and actions comparing Christianity and Hinduism.
<i>PSHE</i>			
<u>Safety First</u>	<u>VIPS</u>	<u>One world</u>	<u>Respecting Rights</u>

<p>Know how to stay safe and who can help if we feel unsafe</p> <p>Know how to stay safe at home</p> <p>Know how to stay safe when we are out and about</p> <p>Keep ourselves safe when we use the Internet</p> <p>Know our body belongs to us and how to keep our body safe</p> <p>Know who to go to if we need help</p>	<p>Talk about the very important people in our life and explain why they are special</p> <p>Describe why families are important</p> <p>Describe what makes someone a good friend</p> <p>Describe ways to help work out arguments and disagreements</p> <p>Cooperate with others to achieve a task</p> <p>Describe how we can show our special people that we care about them and understand why this is important</p>	<p>Explore family life in different countries and say how it is the same as ours and how it is different</p> <p>Discuss homes and home life from around the world and say how they are the same as ours and how they are different</p> <p>Explain what it is like to go to school in other countries and say how it is the same as or different from our school</p> <p>Explore places where people live which are different from where we live</p> <p>Think about how people use things from the earth and what problems this can cause</p> <p>Say why it is important to care for the earth and identify how we can help protect it.</p> <p><u>Growing up</u></p> <p>Name the main parts of boys' and girls' bodies</p> <p>Understand how to respect our own and other people's bodies</p> <p>Understand that we are all different and different people like different things</p> <p>Describe how we have changed since we were a baby</p> <p>Describe how we will change as we get older</p> <p>Describe things that might change in a person's life and how it might make them feel.</p>	<p>Talk about what rights are and identify rights that all people share</p> <p>Explain who helps protect our rights</p> <p>Show respect for the rights of others and understand why this is important</p> <p>Show respect for the differences between people</p> <p>Understand why it is important to be fair Explain why making a positive difference is important</p> <p><u>Think positive</u></p> <p>Understand how happy thoughts can make us feel good</p> <p>Make good choices and consider the impact of our decisions</p> <p>Set ourselves goals and consider how to achieve them</p> <p>Discuss our feelings and opinions with others and cope with difficult emotions</p> <p>Discuss things we are thankful for and focus on what we do have, rather than what we don't have</p> <p>Focus on what is happening now and how we are feeling</p>
<i>Music</i>			

*Trips and Visits*

Animal homes – Sherwood Forest

Christmas trip – Beaumanor Christmas

Mandhir  
Space Centre

Warwick Castle