

Year 2

	Autumn 1 Around the world in half a term	Autumn 2 Local History – Pots & Pits	Spring 1 It's a small World...or is it?	Spring 2 Great British History	Summer 1 This is Our Earth – link to Location in Spring Term	Summer 2 People from the past
Science	Living Things & Their Habitats	Uses of Everyday Materials	Living Things & Their Habitats – food chains	Plants	Animals Including humans	Animals Including humans
Computing	Information technology around us Identifying IT and how its responsible use improves our world in school and beyond.	Digital photography Capturing and changing digital photographs for different purposes.	Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer.	Robot algorithms Creating and debugging programs and using logical reasoning to make predictions.	Making music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Programming quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
Geography	Location - Where in the World? Name and locate 7 Continents & 5 Oceans		Location - Similarities & Differences to a Non-European country		H&P - Weather Weather around the World	
History		Events beyond Living Memory (Home life for miners – in the Victorian times)		Significant individuals in the past who have contributed to national and international achievements – compare Queen Elizabeth I and Queen Elizabeth II.		Significant Individuals/Events – Explorers (Christopher Columbus, Captain Cook, Sir Ranulph Fiennes, Captain Scott)
D&T	Mechanisms - Wheels and axles 2a – Vehicles or 2c – Winding Up (wheels and axls)		Food (additional focus due to context) - Preparing fruit and vegetables (including cooking and nutrition requirements for KS1) 1c – Eat More Fruit and Veg (Vegetable salad to accompany ready-made main dish e.g. quiche)		Textiles - Templates and joining techniques 2b – Puppets or 2d Joseph's Coat (Joining identical 2D shapes)	
Art	Drawing Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. Name, match and draw lines/marks from observations. Continue to Investigate textures, expanding range of patterns. Ongoing: Suggest and compare how artists have used colour, pattern and shape.		Painting Experiment in lighten and darken without the use of black/white. Begin to mix colour shades and tones. Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Ongoing: Suggest and compare how artists have used colour, pattern and shape.		Sculpture Demonstrate experience in surface patterns/ textures and use them when appropriate. Explore carving as a form of 3D art Ongoing: Suggest and compare how artists have used colour, pattern and shape.	

PSHE	What makes a good friend? <ul style="list-style-type: none"> Relationships Friendships Feeling lonely Managing arguments 	What is bullying? <ul style="list-style-type: none"> Relationships Behaviour Bullying Words and actions Respect for others 	What helps us to stay safe? <ul style="list-style-type: none"> Health and wellbeing Keeping safe Recognising risk Rules 	What jobs do people do? <ul style="list-style-type: none"> Living in the wider world People and jobs Money The role of the internet	What helps us grow and stay healthy? <ul style="list-style-type: none"> Health and wellbeing Being healthy Eating and drinking Playing and sleep Dental health 	How do we recognise our feelings? <ul style="list-style-type: none"> Health and wellbeing Feelings and mood Times of change Loss and bereavement Growing up
RE	1.6c: Caring for the natural world - Explore stories from religious traditions and <u>find out</u> about attitudes to the natural world	1.3c: Valuing new life - Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression	1.3b: Worship & Ceremonies - Identify symbolic actions, gestures and rituals and <u>talk about</u> how they are used as part of worship and ceremonies	1.2c: Belonging to a group - Identify the importance for some people of belonging to a religion and <u>recognise</u> the difference this makes to their lives.	1.5c: Storytelling through sacred writings - Explore a range of stories and extracts from sacred writings and <u>talk about</u> meaning they have for believers	1.6a: Showing kindness and goodness- Listen and respond to stories highlighting the morals and values of believers in practice
PE	Gymnastics LEAP	Dance LEAP	Throwing and catching – ball skills and movement LEAP	Invasion Games – attacking and Defending LEAP	Athletics LEAP	Games LEAP
Music	Tony Chestnut <ul style="list-style-type: none"> Improvise rhythms along to a backing track using the note C or G. Compose call-and-response music. Play the melody on a tuned percussion instrument. Sing with good diction. Recognise and play echoing phrases by ear. 	Christmas Concert Performance - singing <ul style="list-style-type: none"> Children will use their voices to sing traditional and modern Christmas songs. 	Grandma Rap <ul style="list-style-type: none"> Show the following durations with actions: ‘walk’ (crotchet) and ‘jogging’ (quavers). Chant and play rhythms using the durations of ‘walk’ (crotchet), ‘jogging’ (quavers), and ‘shh’ (crotchet rest) from stick notation. Learn a clapping game to <i>Hi lo chicka lo</i> that shows the rhythm. Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. Chant <i>Grandma rap</i> rhythmically and perform to an accompaniment children create. 	Trains <ul style="list-style-type: none"> Listen to four pieces of music inspired by travel. Learn a simple rhythm and perform it with tempo and volume changes. Learn about the musical terms <i>crescendo</i>, <i>diminuendo</i>, <i>accelerando</i>, and <i>ritenuto</i>. Begin to understand duration and rhythm notation. Follow signals from a conductor. Structure musical ideas into a whole-class composition. 	Tańczymy labada <ul style="list-style-type: none"> Listen and match the beat of others and recorded music, adapting speed accordingly. Demonstrate an internalised sense of pulse through singing games. Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture. Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. 	
Spanish	How to answer the register in Spanish, for example – Hola					

