

**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 <b>Habitats</b>	Uses of Everyday Materials	Living Things & Their Habitats – food chains	Plants	<b>Animals</b> Including humans	Animals Including <b>humans</b>
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 in the past - contributed to national & international achievements. Compare Neil Armstrong, Sunita Williams & Tim Peak
D&T	<b>Mechanisms</b> - Wheels and axles 2a – Vehicles or 2c – Winding Up (wheels and axls)		<b>Food (additional focus due to context)</b> - 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)		<b>Textiles</b> - Templates and joining techniques 2b – Puppets or 2d Joseph's Coat (Joining identical 2D shapes)	
Art	<b>Drawing</b> 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.  <b>Ongoing:</b> Suggest and compare how artists have used colour, pattern and shape.		<b>Painting</b> 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.  <b>Ongoing:</b> Suggest and compare how artists have used colour, pattern and shape.		<b>Sculpture</b> Demonstrate experience in surface patterns/ textures and use them when appropriate. Explore carving as a form of 3D art  <b>Ongoing:</b> Suggest and compare how artists have used colour, pattern and shape.	

<b>PSHE</b>	<b>What makes a good friend?</b> <ul style="list-style-type: none"> <li>Relationships</li> <li>Friendships</li> <li>Feeling lonely</li> <li>Managing arguments</li> </ul>	<b>What is bullying?</b> <ul style="list-style-type: none"> <li>Relationships</li> <li>Behaviour</li> <li>Bullying</li> <li>Words and actions</li> <li>Respect for others</li> </ul>	<b>What helps us to stay safe?</b> <ul style="list-style-type: none"> <li>Health and wellbeing</li> <li>Keeping safe</li> <li>Recognising risk</li> <li>Rules</li> </ul>	<b>What jobs do people do?</b> <ul style="list-style-type: none"> <li>Living in the wider world</li> <li>People and jobs</li> <li>Money</li> </ul> The role of the internet	<b>What helps us grow and stay healthy?</b> <ul style="list-style-type: none"> <li>Health and wellbeing</li> <li>Being healthy</li> <li>Eating and drinking</li> <li>Playing and sleep</li> <li>Dental health</li> </ul>	<b>How do we recognise our feelings?</b> <ul style="list-style-type: none"> <li>Health and wellbeing</li> <li>Feelings and mood</li> <li>Times of change</li> <li>Loss and bereavement</li> <li>Growing up</li> </ul>
<b>RE</b>	1.6c: <b>Caring for the natural world - Explore</b> stories from religious traditions and <u>find out</u> about attitudes to the natural world	1.3c: <b>Valuing new life - Engage</b> with religious beliefs and ideas expressed through story, symbol and other visual forms of expression	1.3b: <b>Worship &amp; Ceremonies - Identify</b> symbolic actions, gestures and rituals and <u>talk about</u> how they are used as part of worship and ceremonies	1.2c: <b>Belonging to a group - Identify</b> the importance for some people of belonging to a religion and <u>recognise</u> the difference this makes to their lives.	1.5c: <b>Storytelling through sacred writings - Explore</b> a range of stories and extracts from sacred writings and <u>talk about</u> meaning they have for believers	1.6a: <b>Showing kindness and goodness- Listen and respond</b> to stories highlighting the morals and values of believers in practice
<b>PE</b>	Gymnastics  LEAP	Dance  LEAP	Throwing and catching – ball skills and movement  LEAP	Invasion Games – attacking and Defending  LEAP	Athletics  LEAP	Games  LEAP
<b>Music</b>	<b>Creepy Castle</b> <ul style="list-style-type: none"> <li>Improvise and compose a sequence of sounds in response to a stimulus.</li> <li>Sing small intervals accurately and vary the dynamics.</li> <li>Play a piece, following a graphic score.</li> <li>Listen to music in a minor key, recognising small steps in the music.</li> </ul>	<b>Christmas Concert Performance - singing</b> <ul style="list-style-type: none"> <li>Children will use their voices to sing traditional and modern Christmas songs.</li> </ul>	<b>Carnival of the Animals</b> <ul style="list-style-type: none"> <li>Choose instruments and compose music to reflect an animal.</li> <li>Listen with concentration.</li> <li>Talk about music using music vocabulary. Move to music showing it's character in movement.</li> <li>Identify different instrument sounds.</li> <li>Recognise changes in speed, note lengths, pitch, articulation (e.g. smooth/detached).</li> </ul>	<b>Composing with Birdsong</b> <ul style="list-style-type: none"> <li>Invent simple patterns using your voices, body percussion, and instruments.</li> <li>Follow signals given by a conductor /leader.</li> <li>Structure composing ideas into a bigger piece.</li> <li>Improvise solos using instruments.</li> </ul>	<b>Trains</b> <ul style="list-style-type: none"> <li>Listen to four pieces of music inspired by travel.</li> <li>Learn a simple rhythm and perform it with tempo and volume changes.</li> <li>Learn about the musical terms <i>crescendo</i>, <i>diminuendo</i>, <i>accelerando</i>, and <i>ritenuto</i>.</li> <li>Begin to understand duration and rhythm notation.</li> <li>Follow signals from a conductor.</li> <li>Structure musical ideas into a whole-class composition.</li> </ul>	
<b>Spanish</b>	How to answer the register in Spanish, for example – Ola					