

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	The Place Where I Live -Stories with familiar settings -Non-chronological reports -Poems on a theme GPS Focus Capital letters and full stops Nouns Using 'and' 'but' 'so' to link words and clauses	Fighting Fit -Traditional tales with a twist -Instructions GPS Focus Capital letters for names of people and places Using 'and' 'but' 'so' 'or' Exclamation marks Tense	Explorers -Stories by the same author - Non-chronological reports GPS Focus Question marks Using 'because' 'if' Adding suffixes Adjectives for description Past tense Use apostrophes for contracted forms	The farm Shop -Stories with familiar settings -Persuasion -Poetry-riddles GPS Focus Using 'when' 'before' 'after' 'because' 'if' Noun phrases	Wind in the Willows -Animal Adventure Stories -Recounts: Letters -Classic poems GPS Focus Use adverbs Use the subordinating conjunction that Use suffix -ly, -ness, -er Use apostrophes for contracted forms and possession Use different forms of sentences	Buckets and Spades -Story as a theme -Explanation texts -Poems on a theme GPS Focus Use subordination, when, before, after, because, if Use suffixes -ness, -ful, -less, -est and -er Use adjectives Use commas in a list
Maths	Place value to 100 Counting to 100 Partitioning numbers to tens and ones Reading and writing numbers in words Counting in 2s, 3s, 5s and 10s Comparing and ordering objects and numbers Using numberlines Addition and subtraction Number bonds to 10 and 100 Add and subtract 1 and 10 Fact families within 20	Addition and subtraction Add and subtract 2- digit numbers- not crossing tens Add and subtract 2- digit numbers- crossing tens Missing number problems Properties of shape Recognise 2D and 3D shapes Count sides, edges, vertices and faces on shapes Recognise and draw lines of symmetry Sort 2D and 3D shapes Make patterns with 2D and 3D shapes	Money Count pounds and pence Make given amounts Compare money Find change Money word problems Multiplication and division Recognise, make and add equal groups Use the multiplication symbol Use arrays 2, 5 and 10 times table including division Odd and even numbers	Length and height Measure in cm and m Compare and order lengths and heights Problem solving Mass, capacity and temperature Compare mass Measure in g, Kg, ml and l Compare volume and capacity Problem solving Temperature	Fractions Recognise and make equal parts Recognise and find a half, quarter and a third Unit and non-unit fractions Equivalence of a half and two quarters Find three quarters Count in fractions Time Telling the time including o'clock, half past, quarter past, quarter to the hour and to 5 minutes Find durations of time Understand hours and days Find and compare durations of time	Statistics Make tally charts Draw and interpret pictograms, including 1: 2/5/10 Block diagrams Position and direction Describe movement and turns Make patterns with shapes Problem solving
Science	Animals Needs for Survival Children should know that all mammals need air, water, food and shelter to survive. In Year 2, children should use the term "air" instead of oxygen, as they have not yet been introduced to gases. They will need to recap the	Materials Children identify objects that are made from natural, manmade and recyclable materials. They should be encouraged to sort and group the same materials in more than one way. This step allows children to think sustainably about	Plants In this small step, children have the opportunity to explore a wide range of plants. They should closely observe a diverse selection of plants, which can include flowering plants, fruit, vegetables and herbs. They should sort and group	Living things and their habitats. Continued from Spring 1 In this step, children should investigate a habitat in their local area and collect data about the different plants and animals that live there. They could repeat this at a different time of year to compare the data and identify similarities and differences. They do not need to identify microhabitats in this step as this is covered later in the block. By the end of this step, children should be able to identify that a habitat provides a plant or animal with everything that is essential for life. Children should be		Plants (Bulbs and Seeds) 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 How plants grow? Types of seeds and dispersal.

	terms “carnivore”, “omnivore” and “herbivore” so they can differentiate between different dietary requirements. Humans In this block children look at how to keep healthy. This small step focuses on exercise. Children carry out a simple investigation to see whether different forms of exercise increase their heart rate. Children should make predictions to state which form of exercise will raise their heart rate the most and why	different materials. They should discuss why it is important to reuse and recycle materials. This will be built upon in the later “Plastic” sustainability block. Sustainability/Plastic Children should understand that the over-use of single-use plastic has had negative impacts on humans and other animals across the globe. Children should have a simple understanding of the positive and negative impacts of plastic and should be able to suggest simple ways they can reduce their plastic waste in school.	these plants using different criteria or categories. For example, they could group plants based on their colour, smell or other physical features. Living things and their habitats. In this step, children should investigate a habitat in their local area and collect data about the different plants and animals that live there. They could repeat this at a different time of year to compare the data and identify similarities and differences. They do not need to identify microhabitats in this step as this is covered later in the block. By the end of this step, children should be able to identify that a habitat provides a plant or animal with everything that is essential for life. Children should be introduced to the enquiry question in this step. They are completing a research enquiry.	introduced to the enquiry question in this step. They are completing a research enquiry. Plants (light and dark) They observe changes between the plant kept in the light and the one kept in the dark. Children should compare the two plants and suggest simple reasons for these differences. They may need to recap what a plant needs in order to stay healthy.	Growing up Life cycles of animals including humans. Notice that animals, including humans, have offspring which grow into adults	
History		Famous Explorers Where do humans explore? Why do humans explore? How do we find out about the past? Who are some of the explorers from the past?		Kings, Queens and Castles Why did monarchs build castles? Who were the kings and queens of the past? Who was queen Victoria and where did she live? Who was the first queen Elizabeth? Why do we remember King William I? Where did kings and queens live through time?		Changes in Technology How has technology changed how we write? How has technology changed how we talk? How has technology changed the way we are entertained? Who are the important inventors in the history of technology? How has technology changed our lives over the last 60 years?
Geography	Continents and Oceans		Hot and Cold Places		Mugurameno Village – Zambia	

	Where in the world am I? Where are the world's continents? Where are the world's oceans? How can I show the continents and oceans on a map? What are the main features of each continent? What is special about each continent?		Where are the world's hot and cold places? What is it like in the world's hot and cold places? Where can I find out about a hot or cold place? How do animals adapt to hot and cold places? What would I pack for a visit to a very hot place? How would it be different if I was going to a very cold place? How can I describe what it is like in a hot or cold place?		Where is Zambia and Mugurameno village? How do people use the river in Mugurameno? What animals do people live with in Mugurameno? What food is eaten and how is it prepared? What materials do people use for housing? How is daily life and school life different in Mugurameno to ours? How are shopping and recycling habits different in Mugurameno to home?	
Physical Education	Fundamental Movement Skills- Bouncing a Ball To bounce a ball with some control, while moving To bounce a ball and pass in a game To throw a ball at a target with some accuracy To pass a ball with accuracy and move into a space To show a simple tactic in a game FMS – Playground Games in the 20th Century To dodge/change direction when playing a tig game To hop when playing a game To catch a ball with some control To throw underarm with some accuracy To side gallop To show the ready position To strike a ball with some accuracy	Gymnastics To jump with different shapes in the air To show travelling actions using hands and feet To show an egg roll, pencil and teddy bear roll To create and demonstrate a sequence using rolling, jumping and travelling Games – Piggy in the Middle To demonstrate an underarm throw with some accuracy To catch a ball with control To pass a ball with some accuracy and then move into a space To show a simple tactic in a game To use a simple tactic in a game	Dance – Moving Along To link 4 contrasting travelling movements in the style of transport To share appropriate movement ideas to create a short unison dance To plan and follow a pathway To create a sequence with a partner containing four dance elements To link two sequences to create a dance Fundamental Movement Skills and Gymnastics – Jack and the Beanstalk To show a jump with a straight, wide and tuck shape To climb with confidence To throw overarm with some accuracy Perform an egg roll with some control To demonstrate a travel and roll with a shape	Outdoor Adventurous Activity – The Great Outdoors To take responsibility for self and others To remember objects on a trail To work with a partner to undertake an adventurous journey To make decisions about how to navigate safely, to a control site Games- Net and Wall To catch a ball To show a side gallop with some rhythm To show the ready position To show how to hold a bat To demonstrate catching a ball from the ready position To strike a ball To show a simple tactic in competitive fours To apply a simple tactic in a net/wall game To demonstrate tactics to outwit an opponent	Dance –Wind in the Willows To work as a class to create short dances To create your own solo travelling dance To create a solo based on action words To develop a group dance with interesting movements and use perfect timing To work on the transition Athletics To throw underarm and overarm accurately into a target To throw overarm for distance To throw using a push and two handed throw To jump for distance with control To complete an obstacle course with speed and agility	Games – Striking and Fielding To overarm throw for distance To strike a ball with accuracy for distance To play a simple striking and fielding game To use a simple tactic Fundamental Movement Skills end of KS1 assessment To throw underarm accurately To throw overarm for distance To run as fast as possible To throw using a push and two handed throw for distance To jump for distance with control To kick a ball for distance To catch a ball To complete an obstacle course with speed and agility

			To roll a ball at a target with accuracy To show the skills of travelling, rolling and jumping into a sequence with two different shapes			
Art	Yayoi Kusama To understand who Yayoi Kusama is. To experiment with different techniques to create polka dots. To recreate art work using collage. To create a 3-D form from clay. To use paint to recreate a painting like Kusama's pumpkins.		Henri Rousseau To understand about the life of artist Henri Rousseau. To explore and use the skills and techniques used by Henri Rousseau. To understand the meaning of Henri Rousseau's genre, Portrait-Landscape. To understand about the animals in Rousseau's paintings. To use imaginations and skills to paint their own pieces of art.		Earth Art To explore ways to paint on rocks. To make sculptures with sticks and twigs. To make animal pictures with leaves. To learn how to weave with natural materials. To explore ways of making mandalas. To use natural materials to make a collage.	
Design Technology		Puppets To investigate a range of puppets and their features. To work with fabric to create a finger puppet. To develop and practise sewing skills. To be able to design a glove puppet. To be able to follow a design to make a puppet. To be able to evaluate a finished product.		Vehicles To investigate a variety of vehicles and their uses and features. To investigate wheels, axles and chassis. To be able to investigate ways of creating and decorating the body of a vehicle. To design and make a vehicle based on the design To evaluate a finished product		Perfect Pizzas To find out what the favourite pizzas in the class are. To examine, describe and categorise a variety of bread- based products. To examine, describe and categorise a variety of pizza toppings. To design a balanced healthy pizza. To make and evaluate a food product based on a design.
Religious Education How should we respond to things that really matter?	<u>Christianity – God</u> Does how we treat the world matter? <u>Beliefs and values</u> Retell the Genesis story of creation Suggest why Christians might think it is important to look after the world <u>Living religious traditions</u>	<u>Christianity – Jesus</u> Why do Christians say that Jesus is the 'Light of the World'? <u>Beliefs and values</u> Suggest what Christians might mean when they refer to Jesus as 'the Light of the world'	<u>Hindu Dharma</u> How might people express their devotion? <u>Beliefs and values</u> Know that Hindus believe in one God who can be worshipped in many forms Know that these forms have different qualities and	<u>Islam</u> Why do Muslims believe it is important to obey God? <u>Beliefs and values</u> Suggest why Muslims believe that it is important to respect God	<u>Christianity- Church</u> What unites the Christian community? <u>Beliefs and values</u> Suggest beliefs and values that might unite the Christian community Talk about why some Christians might think it is	<u>Judaism</u> What aspects of life really matter? <u>Beliefs and values</u> Explain the story of Moses and how God appeared through the burning bush Understand how believing in the 10 commandments

	Suggest ways that Christians might express their concern for the natural world Describe how and why Christians might thank God for creation at Harvest festivals	Talk about the different titles that might be given to Jesus <u>Living religious traditions</u> Identify ways in which Christians might use light as part of their Christmas celebrations Talk about the different ways that Christians might celebrate Christmas	are portrayed in different ways Suggest why Hindus might believe that it is important to show devotion to the deities <u>Living religious traditions</u> Know that Hindus might worship at a Mandir and/or the home shrine Suggest why worship in the home might be important Describe the meaning and symbolism of items used in worship	Talk about why Muslims would want to show their gratitude to God Know that submission to God is an important aspect of Islamic life <u>Living religious traditions</u> Identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis Describe the rituals of Islamic prayer Suggest how making time for the five daily prayers is an act of submission	important to come together to worship God <u>Living religious traditions</u> Identify symbols used in Christian worship Talk about how and why symbols might be used in Christianity Identify and describe features of a church	influences the life of a Jewish person <u>Living religious traditions</u> Discuss how the Sabbath is kept holy Discuss the blessing given by the family and what is special about this.
P.S.H.E/ R.S.E.	Me and My Relationships What is our ideal classroom like? How are you feeling today? What are types of bullying?	Keeping Myself Safe How safe would you feel? What should Harold say? Fun or not? Should I tell?	Valuing Difference What makes us who we are? Who are our special people? How do we make others feel? What do we do when someone is feeling left out? What is an act of kindness?	Rights and Respect How do I get on with others? What do I do when I feel like erupting? How do I feel safe? How can we look after our environment?	Being My Best What can I do now that I couldn't do when I was younger? How do we keep clean and healthy? What does my body do? What is basic first aid and why is it helpful?	Growing and Changing How can I give positive feedback to others? How do we respond to change and loss? What can I do at different stages of life? Which parts of my body are private? Which secrets should never be kept?
Music	Exploring Simple Patterns How does music help us to make friends?	Dynamics and Tempo How does music teach us about the past?	Exploring Feelings Through Music How does music make the world a better place?	Inventing a Musical Story How does music teach us about our neighbourhood?	Music That Makes you Dance How does music make us happy?	Exploring Improvisation How does music teach us about looking after our planet?
Computing	IT Around Us – Computing Systems and networks -To recognise the uses and features of information technology -To identify the uses of information technology in the school -To identify information technology beyond school -To explain how information technology helps us	Creating Media – Digital Photography -To use a digital device to take a photograph -To make choices when taking a photograph -To describe what makes a good photograph -To decide how photographs can be improved -To use tools to change an image	Programming – Robot Algorithms -To describe a series of instructions as a sequence -To explain what happens when we change the order of instructions -To use logical reasoning to predict the outcome of a program -To explain that programming projects can have code and artwork -To design an algorithm	Creating Media – Digital Music -To say how music can make us feel -To identify that there are patterns in music -To experiment with sound using a computer -To use a computer to create a musical pattern -To create music for a purpose -To review and refine our computer work	Data and Information – Pictograms -To recognise that we can count and compare objects using tally charts -To recognise that objects can be represented as pictures -To create a pictogram -To select objects by attribute and make comparisons -To recognise that people can be described by	Programming – an Introduction to Quizzes -To explain that a sequence of commands has a start -To explain that a sequence of commands has an outcome -To create a program using a given design -To change a given design -To create a program using my own design

	-To explain how to use information technology safely -To recognise that choices are made when using information technology	-To recognise that photos can be changed	-To create and debug a program that I have written		attributes-To explain that we can present information using a computer	-To decide how my project can be improved
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