

## Year Two Curriculum Map 2023 – 2024

Year Two	Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (5 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (8 weeks)
Topic:	All about me Healthy Lifestyles	Wings: Real and imaginary	Homes and Habitats	London Now and in 1666 during the Great Fire	How could we travel around the UK?	Minibeasts and Microhabitats
Key Texts	<b>Supertato</b> By Sue Hendra <b>Author Study</b>	<b>Tell me a Dragon</b> By Jackie Morris  <b>The Snowman</b> By Raymond Briggs	<b>Meerkat Mail</b> by Emily Gravett <b>Film-Catch it</b> ESMA	<b>The Queen's Hat</b> By Steve Antony  <u><b>Non-Fiction Texts</b></u> <b>The Great Fire of London</b> <b>Diary entries from 1666</b>	<b>Journey</b> by Aaron Becker	<b>Mad About Minibeasts</b> By Giles Andreae And David Wojtowycz
Additional Texts	<b>The World Came to my Place Today</b> By Jo Readman and Ley Honor Roberts  <b>Little Leaders: Bold Women in Black History</b> by Vashti Harrison - Bessie Coleman (Page 24)  <b>Coming to England</b> By Floella Benjamin	<b>Amelia Earhart: Little People, Big Dreams</b> by Maria Isabel Sanchez Vegara	<b>The Great Kapok Tree</b> By Lynne Cherry	<b>Katie in London</b> by James Mayhew	<b>The Hundred Decker bus</b> by Mike Smith  <b>You Can't Take An Elephant On the Bus</b> by Patricia-Cleveland-Peck and David Tazzyman	Non Fiction Texts relating to Minibeasts
Key Curriculum Drivers	<b>PSHE/Science</b> Healthy People/ Eating  <b>Geography / PSHE</b> Food around the world Harvest	<b>Literacy</b> Fictional narratives and poetry  <b>Humanities</b> Plotting journeys on a world map Comparing transport from different eras	<b>Science</b> Living things and their Habitats  <b>Humanities</b> Comparing homes in different countries	<b>Humanities</b> History/Geography of London now and in the past	<b>Geography</b> How could we get around the UK?  <b>PSHE</b> Exploring our families	<b>Music</b> Performance  <b>Science</b> Minibeasts
Significant People	Real life superheroes: Marcus Rashford  Bessie Coleman Baroness Floella Benjamin	Amelia Earhart Amy Johnson Bessie Coleman	Conservationists: Jane Goodall David Attenborough	Samuel Pepys John Evelyn The Royal family Sir Christopher Wren First Black Community	Significant people in our lives	Transition (getting to know Year 3 and Juniors teachers)

		Black History Month - The Women who tell the stories				
<b>Visits Visitors</b>	<b>Local heroes</b> Doctor/firefighter/ Nurse (parent visitors) Food bank or Church	Diwali Dance Workshop RAF Museum	Spirit of the Wild	1) London -Boat Trip River Thames 2) GFOL - Great Fire of London Workshop	Golders Hill Park	Junior School
<b>PSHE</b>	<p><b>All about my feelings</b></p> <ul style="list-style-type: none"> <li>To recognise and describe different feelings in themselves and others</li> <li>To recognise that feelings change and that not everyone experiences the same feelings in the same situation</li> <li>To recognise big feelings and know how to manage them</li> </ul> <p><b>Healthy people</b> - Taught within Science lessons.</p> <ul style="list-style-type: none"> <li>To know that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</li> <li>To recognise the importance of knowing when to take a break from time online or TV</li> <li>To know that a healthy person has good physical and mental health and wellbeing</li> </ul> <p><b>Global food</b> - Taught within Geography.</p> <ul style="list-style-type: none"> <li>To know where food comes from and be able to talk about some of the ethical questions around food supply</li> </ul>	<p><b>Money, shopping and saving</b> - Link with Maths</p> <ul style="list-style-type: none"> <li>Know about spending money and understanding the importance of waiting for and checking change</li> <li>Know you have choices about spending and saving money, and that people may make different choices about how to save and spend money</li> </ul> <p><b>About my body</b></p> <ul style="list-style-type: none"> <li>To know about their bodies and how they work</li> <li>To know about the similarities and differences between males and females</li> <li>To know about gender stereotypes</li> </ul>	<p><b>Making and breaking friendships</b></p> <ul style="list-style-type: none"> <li>To understand their feelings when friendships break up, or people move away</li> </ul> <p><b>Coping with conflict</b> (Anti-bullying week)</p> <ul style="list-style-type: none"> <li>To know why bullying is wrong and how to get help</li> <li>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</li> <li>To know the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities</li> </ul>	<p><b>Keeping safe</b> (Internet Safety Week)</p> <ul style="list-style-type: none"> <li>To know how rules and restrictions help them to keep safe (e.g. age, basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>To know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and learn what steps they can take to avoid or remove themselves from them</li> <li>To know that not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>To know how to tell a trusted adult if/when they are worried for themselves or others, worried that something is, or feels, unsafe, or if they come across something that scares or concerns them, including how to get help in an emergency; how to dial 999 and what to say</li> <li>To know how to keep safe in the sun and protect from sun damage</li> </ul> <p><b>Special days</b> (RE Link - Taught within RE)</p> <ul style="list-style-type: none"> <li>To know about a range of festivals</li> </ul>	<p><b>Exploring our families</b></p> <ul style="list-style-type: none"> <li>To know who looks after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</li> <li>To know their special people (family, friends, carers) and what makes them special and how special people should care for one another</li> <li>To know that babies need care and attention (love) in order to calm them if they are upset</li> </ul>	<p><b>Transitioning into Year 3</b></p> <p><b>Feelings / Zones of Regulation</b></p> <ul style="list-style-type: none"> <li>To be able to identify my own feelings and think of ways to stay calm</li> </ul>
<b>English</b>	<p><b>Genre</b></p> <p><b>Narrative:</b> Stories with recurring language/Letter Writing</p>		<p><b>Genre</b></p> <p><b>Narrative:</b> Diary entry/Postcards/Recounts/Blurbs/Letters/Stories</p>		<p><b>Genre</b></p> <p><b>Narrative:</b> Animations/Stories (speech marks)</p>	

	<p><b>Non-Fiction:</b> Instructions <b>Poetry:</b> Acrostic, Similes and description</p> <p><b>Focus</b></p> <ul style="list-style-type: none"> <li>To say what I want to write before I write it</li> <li>To write more than one sentence about an idea</li> <li>To write sentences in sequence to make short narratives</li> <li>To use capital letters and full stops in some of my sentences</li> <li>To segment and blend spoken words and spell some correctly</li> <li>To make good attempts at spelling using phonic knowledge</li> <li>To spell some common exception words</li> <li>To form lower case letters in the correct direction starting and finishing in the right place</li> <li>To form lower case letters which are the right size in some of my writing</li> <li>To predict what will happen on the basis of what has been read so far</li> <li>To use adjectives</li> <li>To begin to leave spaces between my words</li> <li>To use co-ordination (and/but) to join clauses</li> <li>To use some subordination (because) to join clauses</li> <li>To plan a narrative by writing down ideas/sentences/ key words, including new vocabulary</li> <li>To write simple narratives, which make sense, using my own or others experiences (real or fictional)</li> <li>To make simple additions and revisions to my writing by rereading to check it makes sense</li> </ul> <p><b>Phonics</b> Recapping phase 5 graphemes: Reviewing Phase 5 GPCs Keep Up - Phase 2, 3, 4 and 5.</p>		<p><b>Non-Fiction:</b> Fact Files/Leaflets/Film Reviews <b>Poetry:</b> Reciting familiar poems (Poems to Perform – Julia Donaldson)</p> <p><b>Focus</b></p> <ul style="list-style-type: none"> <li>To plan a narrative by writing down ideas/sentences/ key words, including new vocabulary</li> <li>To write simple narratives, which make sense, using my own or others experiences (real or fictional)</li> <li>To write about real events, simply and clearly.</li> <li>To use capital letters and full stops in <u>most</u> of my sentences.</li> <li>To use question marks when needed.</li> <li>To use my phonic knowledge effectively to spell.</li> <li>To segment and blend spoken words and spell many correctly</li> <li>To spell <u>many</u> common exception words.</li> <li>To write capital and lowercase letters of the correct size and orientation.</li> <li>To use spacing between words which reflects the size of the letters.</li> <li>To use the present and past tenses <u>mostly</u> correctly and consistently.</li> <li>To use co-ordination (or/and/but) to join clauses.</li> <li>To use some subordination (when/if/that/because) to join clauses</li> </ul> <p><b>Phonics</b> Rapid Catch Up for Phase 2, 3, 4 and 5</p>		<p><b>Non-Fiction:</b> Fact files/ Reports/Letters/Buddy Letters <b>Poetry:</b> Acrostic poems/Poems modelled on ‘10 things Found in a Shipwrecked Sailors Pocket’ by Ian McMillan/ alliterative minibeast poems.</p> <p><b>Focus</b></p> <ul style="list-style-type: none"> <li>To plan a narrative by writing down ideas/sentences/ key words, including new vocabulary</li> <li>To write simple narratives, which make sense, using my own or others experiences (real or fictional)</li> <li>To write about real events, simply and clearly.</li> <li>To use capital letters and full stops in <u>most</u> of my sentences.</li> <li>To use question marks when needed.</li> <li>To use my phonic knowledge effectively to spell.</li> <li>To spell <u>most</u> common exception words.</li> <li>To write capital and lowercase letters of the correct size and orientation.</li> <li>To use spacing between words which reflects the size of the letters.</li> <li>To use the present and past tenses <u>mostly</u> correctly and consistently.</li> <li>To use co-ordination (or/and/but) to join clauses.</li> <li>To use some subordination (when/if/that/because) to join clauses</li> <li>To write effectively for different purposes using what I read to help with my grammar and vocabulary</li> <li>To make simple additions, revisions and proof reading corrections to my writing</li> <li>To add suffixes to spell most words correctly –ment / -ness / -ful / -less / -ly</li> <li>To use punctuation that I have been taught, mostly correctly</li> <li>To use the diagonal and horizontal strokes needed to join letters</li> </ul> <p><b>Phonics</b> Rapid Catch Up for Phase 2, 3, 4 and 5</p>	
	<p><b>SPaG Focus</b></p> <ul style="list-style-type: none"> <li>Nouns</li> <li>Vowels and Consonants</li> <li>Demarcating Sentences</li> <li>Forming Nouns using –ness</li> <li>Punctuating Sentences</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Introducing and Practising letter families: coadgfsqe (set 1)</li> <li>Introducing and Practising letter families: iltjuy (set 2)</li> <li>Introducing and Practising letter families: bhkmnpr (set 3)</li> </ul>	<p><b>SPaG Focus</b></p> <ul style="list-style-type: none"> <li>Adjectives</li> <li>Compound Words</li> <li>Adjectives with –er and –est</li> <li>Subordination</li> <li>Statements and Exclamations</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Unit 1 – Practising joining to the top: ai</li> <li>Unit 2 – Practising the join from the letter e: ee</li> <li>Unit 3 – Practising joining from the letter l: ie</li> </ul>	<p><b>SPaG Focus</b></p> <ul style="list-style-type: none"> <li>Noun Phrases</li> <li>Homophones</li> <li>Forming Adjectives using –ful and –less</li> <li>Questions and Commands</li> <li>Sentence Writing</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Unit 8 – Practising joining to the letter a: ea</li> <li>Unit 9 – Practising joining to the letter r: er</li> <li>Unit 10 – Practising the horizontal join: ou</li> </ul>	<p><b>SPaG Focus</b></p> <ul style="list-style-type: none"> <li>Verbs</li> <li>Singular and Plural</li> <li>Adverbs with –ly</li> <li>Commas in Lists</li> <li>Changing Adjectives into Adverbs</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Unit 14 – Practising joining from the letter o: ot</li> <li>Unit 16 – Practising joining to and from the letter c</li> <li>Unit 17 – Practising writing the letter g</li> </ul>	<p><b>SPaG Focus</b></p> <ul style="list-style-type: none"> <li>Adverbs</li> <li>Word Classes</li> <li>Coordination</li> <li>Apostrophes for Possession</li> <li>Past and Present Tense</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Unit 21 – Practising joining to the letter g: ing</li> <li>Unit 22 – Reviewing the four handwriting joins: kn, mb, wh, wr</li> <li>Unit 23: Practising joining from the letter w: wa</li> </ul>	<p><b>SPaG Focus</b></p> <ul style="list-style-type: none"> <li>Recapping Pronouns</li> <li>Forming Nouns Using –er</li> <li>Progressive Tense</li> <li>Apostrophes for Contractions</li> <li>Upplevelling Sentences</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Unit 27 – Practising joining to and from the letter s: less</li> <li>Unit 28 – Practising joining from the letter e: est</li> <li>First handwriting join: Group 1 – Group 2</li> </ul>

	<ul style="list-style-type: none"> <li>Introducing and Practising letter families: vwxz (set 4)</li> <li>Introducing break letters</li> <li>Unit 14 – Practising consistent size and height of small letters</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4 – Practising the horizontal join: oa</li> <li>Unit 5 – Practising the size and height of letters: oo</li> <li>Unit 6 – Practising joining from the letter o: oi</li> <li>Unit 7 – Practising capital letters</li> </ul>	<ul style="list-style-type: none"> <li>Unit 11 – Practising small letters – same height and size: or</li> <li>Unit 12 – Practising joining to the letter r: ar</li> <li>Unit 13 – Practising joining to ascenders: al</li> </ul>	<ul style="list-style-type: none"> <li>Unit 18 – Practising the diagonal join: le</li> <li>Unit 19 – Practising the two ways of joining to the letter s: sh, es</li> <li>Unit 20 – Practising joining to the letter y: ky</li> </ul>	<ul style="list-style-type: none"> <li>Unit 24: Practising correct height and size of letters: ly</li> <li>Unit 25 – Practising punctuation</li> <li>Unit 26 – Practising to and from the letter i: cian</li> </ul>	<ul style="list-style-type: none"> <li>Second handwriting join: Group 1 – Group 3</li> <li>Third handwriting join: Group 4 – Group 2</li> <li>Fourth handwriting join: Group 4 – Group 3</li> </ul>
<b>Maths</b> <b>White Rose</b>	<b>Place Value x4</b> <ul style="list-style-type: none"> <li>Counting forwards and backwards within 20,50,100 (1:1 Assessment)</li> <li>Numbers to 20</li> <li>Count objects to 100 by making 10s</li> <li>Recognising tens and ones</li> <li>Using a place value chart</li> <li>Partitioning numbers to 100</li> <li>Write numbers to 100 in words</li> <li>Flexibly partition numbers to 100</li> <li>Write numbers to 100 in expanded form</li> <li>10s on the number line to 100</li> <li>10s and 1s on the number line to 100</li> <li>Estimate numbers on a number line</li> <li>Compare objects</li> <li>Compare numbers</li> <li>Order objects and numbers</li> <li>Count in 2s, 5s and 10s</li> <li>Count in 3s</li> <li>Place Value Assessment A</li> </ul> <b>Add/ Subtract x3</b> <ul style="list-style-type: none"> <li>Bonds to 10</li> <li>Fact Families – addition and subtraction bonds within 20</li> <li>Related facts</li> <li>Bonds to 100 (Tens)</li> <li>Add and subtract 1s</li> <li>Add by making 10</li> <li>Add three 1-digit numbers</li> <li>Add to the next 10</li> <li>Add across a 10</li> <li>Subtract across a 10</li> <li>Subtract from a 10</li> <li>Subtract a 1-digit number from a 2-digit number (Across a ten)</li> </ul>	<b>Add/ Subtract x3</b> <ul style="list-style-type: none"> <li>10 more, 10 less</li> <li>Add and Subtract 10s</li> <li>Add two 2-digit numbers (not across a 10)</li> <li>Add two 2-digit numbers (across a 10)</li> <li>Subtract two 2-digit numbers (not across a 10)</li> <li>Subtract two 2-digit numbers (across a 10)</li> <li>Mixed addition and subtraction</li> <li>Compare number sentences</li> <li>Missing number problems</li> <li>Addition and Subtraction Assessment</li> </ul> <b>Shape x2</b> <ul style="list-style-type: none"> <li>Recognise 2-D and 3-D shapes</li> <li>Count sides on 2-D shapes</li> <li>Count vertices on 2-D shapes</li> <li>Draw 2-D shapes</li> <li>Lines of symmetry on shapes</li> <li>Using lines of symmetry to complete shapes</li> <li>Sort 2-D shapes</li> <li>Count faces on 3-D shapes</li> <li>Count edges on 3-D shapes</li> <li>Count vertices on 3-D shapes</li> <li>Sort 3-D shapes</li> <li>Make patterns with 2-D and 3-D shapes</li> <li>Shape Assessment</li> </ul> <ul style="list-style-type: none"> <li>Autumn Term Assessment</li> </ul>	<b>Money x2</b> <ul style="list-style-type: none"> <li>Count money – pence</li> <li>Count money – pounds (notes and coins)</li> <li>Count money - pounds and pence</li> <li>Choose notes and coins</li> <li>Calculate with money</li> <li>Make a pound</li> <li>Find change</li> <li>Two-step problems</li> <li>Money Assessment</li> </ul> <b>Multiply/ Divide x4</b> <ul style="list-style-type: none"> <li>Recognise equal groups</li> <li>Make equal groups</li> <li>Add equal groups</li> <li>Introduce the multiplication symbol</li> <li>Multiplication sentences</li> <li>Use arrays</li> <li>Make equal groups - grouping</li> <li>Make equal groups - sharing</li> <li>The 2 times-table</li> <li>Divide by 2</li> <li>Doubling and Halving</li> <li>Odd and Even Numbers</li> <li>The 10 times-tables</li> <li>Divide by 10</li> </ul>	<b>Multiply/ Divide x1</b> <ul style="list-style-type: none"> <li>The 5 times-table</li> <li>Divide by 5</li> <li>The 5 and 10 times-table</li> <li>Multiplication and Division Assessment</li> </ul> <b>Length &amp; Height x2</b> <ul style="list-style-type: none"> <li>Measure in centimetres</li> <li>Measure in metres</li> <li>Compare lengths and heights</li> <li>Order lengths and heights</li> <li>Four operations with lengths and heights</li> <li>Length and Height Assessment</li> </ul> <b>Mass, Capacity &amp; Temperature x2</b> <ul style="list-style-type: none"> <li>Compare mass</li> <li>Measure in grams</li> <li>Measure in kilograms</li> <li>Four operations with mass</li> <li>Compare volume and capacity</li> <li>Measure in millilitres</li> <li>Measure in litres</li> <li>Four operations with volume and capacity</li> <li>Temperature</li> <li>Mass, Capacity and Temperature Assessment</li> </ul> <ul style="list-style-type: none"> <li>Spring Term Assessment</li> </ul> <b>Consolidation Week x1</b> <ul style="list-style-type: none"> <li>Recapping PV</li> <li>Recapping addition and subtraction</li> </ul>	<b>Fractions x3/4</b> <ul style="list-style-type: none"> <li>Introduction to parts and whole</li> <li>Equal and unequal parts</li> <li>Recognise a half</li> <li>Find a half</li> <li>Recognise a quarter</li> <li>Find a quarter</li> <li>Recognise a third</li> <li>Find a third</li> <li>Find the whole</li> <li>Unit fractions</li> <li>Non-unit fractions</li> <li>Recognise the equivalence of a half and two-quarters</li> <li>Recognise three-quarters</li> <li>Find three-quarters</li> <li>Count in fractions up to a whole</li> <li>Fractions Assessment</li> </ul> <b>Time x2/3</b> <ul style="list-style-type: none"> <li>O'clock and half past</li> <li>Quarter past and quarter to</li> <li>Tell the time past the hour</li> <li>Tell the time to the hour</li> <li>Tell the time to 5 minutes</li> <li>Minutes in an hour</li> <li>Hours in a day</li> <li>Time Assessment</li> </ul>	<b>Statistics x2</b> <ul style="list-style-type: none"> <li>Make tally charts</li> <li>Tables</li> <li>Block diagrams</li> <li>Draw pictograms (1-1)</li> <li>Interpret pictograms (1-1)</li> <li>Draw pictograms (2, 5 and 10)</li> <li>Interpret pictograms (2, 5 and 10)</li> <li>Statistics Assessment</li> </ul> <b>Position &amp; Direction x2</b> <ul style="list-style-type: none"> <li>Language of position</li> <li>Describe movement</li> <li>Describe turns</li> <li>Describe movement and turns</li> <li>Shape patterns with turns</li> <li>Position and Direction Assessment</li> </ul> <ul style="list-style-type: none"> <li>Summer Term Assessment</li> </ul> <b>Consolidation Week x3</b>

<b>Mastery Number</b>  15 minutes, 4 times a week	<ul style="list-style-type: none"><li>• subitising skills</li><li>• perceptual and conceptual subitising (rekenreks)</li><li>• linear number system within 10</li><li>• compare number tracks / number lines and explore the use of ‘midpoints’</li><li>• composition of numbers within 10, emphasis 6, 7, 8 and 9 as ‘5 and a bit’</li><li>• composition of odd and even numbers</li><li>• link understanding of the composition of numbers within 10 to the related additive facts, including adding 2 to an odd or even number</li><li>• recalling facts in a variety of ways, including through solving simple picture problems and completing equations with a missing sum or addend,</li></ul>	<ul style="list-style-type: none"><li>• conceptually subitising numbers</li><li>• linear number system</li><li>• composition of the numbers 7–9 in-depth, link to understanding of odd and even numbers</li><li>• compare numbers within 10</li><li>• inequality symbols to create expressions, e.g. <math>7 &gt; 2</math>, use language of ‘greater than’ and ‘less than’</li><li>• true or false? number bonds questions <math>5 + 3 &gt; 7</math></li><li>• recalling additive facts for numbers within 10, using a range of equations, games and picture problems.</li></ul>	<ul style="list-style-type: none"><li>• conceptually subitising including ‘teens’</li><li>• composition of 11 to 19 as ‘ten and a bit’ and explore ways to represent this</li><li>• number bonds within 10, including identifying a missing ‘part’ and relating this to subtraction equations</li><li>• strategies for adding 1 and 2 to odd and even numbers to subtraction facts presented in different ways</li><li>• apply knowledge of the composition of 11–19 to calculations in which 10 is a part</li><li>• apply knowledge of composition to facts involving 3 addends.</li></ul>	<ul style="list-style-type: none"><li>• conceptually subitise 11–19 using range of representations, ‘ten and a bit’.</li><li>• structure of linear number system within 20, making links between midpoints of 5 and 10, and 15</li><li>• composition of odd and even numbers, linking to doubles and near doubles.</li><li>• compare numbers within 20, including questions using symbols +, &lt;, &gt;, or =</li><li>• use and apply knowledge of linear number system to calculations involving 1 more and 1 less, and pairs of numbers with a difference of 1</li><li>• use understanding of the composition of odd and even numbers to find doubles and near doubles</li><li>• apply known facts to calculations involving larger numbers, e.g. <math>5 + 2</math>, <math>15 + 2</math>, <math>25 + 2</math>.</li></ul>	<ul style="list-style-type: none"><li>• develop subitising skills.</li><li>• review the linear number system to 100, applying knowledge of midpoints to place numbers on a structured number line</li><li>• revisit activities which develop understanding of the composition of numbers within 10 and 20.</li><li>• reason about equalities and inequalities using equations and answering questions</li><li>• become fluent in a range of strategies involving calculations within 20, using ‘make 10’ strategies to add, and subtracting through the tens boundary</li><li>• practise recalling number bonds through a range of activities and games which will encourage them to reason about sums and differences.</li></ul>	<ul style="list-style-type: none"><li>• develop their fluency in additive relationships within 20, using a range of activities and games and revisiting previously taught strategies where necessary.</li><li>• Consolidate learning</li></ul>
<b>Science</b>	<b>Scientific Enquiry</b> <ul style="list-style-type: none"><li>• ask simple questions and recognise they can be answered in different ways.</li><li>• observe closely and use simple equipment.</li><li>• perform simple tests</li><li>• identify and classify to compare, sort and group.</li><li>• gather and record data to answer simple questions.</li><li>• use my observations and ideas to suggest answers to questions.</li></ul>					
	<b>Animals, including humans (1)</b> <ul style="list-style-type: none"><li>• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li><li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li></ul>	<b>Animals, including humans (2)</b> <ul style="list-style-type: none"><li>• Notice that animals, including humans, have offspring which grow into adults.</li></ul> <b>Living things and their Habitats (1)</b> <ul style="list-style-type: none"><li>• Explore and compare the differences between things that are living, dead, and things that have never been alive</li></ul> <b>Plants</b> <ul style="list-style-type: none"><li>• Observe and describe how seeds and bulbs grow into mature plants</li></ul> <b>Plant bulbs this term as a class</b>	<b>Living things and their Habitats (1)</b> <b>Macro habitats</b> <ul style="list-style-type: none"><li>• 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</li><li>• 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</li></ul>	<b>Uses of everyday Materials</b> <ul style="list-style-type: none"><li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li><li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li></ul> <b>Plant seeds this term as a class</b>	<b>Plants</b> <ul style="list-style-type: none"><li>• Observe and describe how seeds and bulbs grow into mature plants</li><li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li><li>• Use different types of scientific enquiry to gather/record data</li></ul>	<b>Living things and their Habitats (2)</b> <b>Microhabitats</b> <ul style="list-style-type: none"><li>• Identify and name a variety of plants and animals in their habitats, including microhabitats</li><li>• 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</li></ul>

<b>Art and Design</b>	<b>Drawing</b> <b>Fruit and Veg /People</b> <ul style="list-style-type: none"> <li>Explore ideas and use their imagination</li> <li>Manipulate a shape and have lots of ideas</li> <li>Draw a group of objects from observation, focusing on shape.</li> <li>Join shapes of the correct size to draw people in proportion</li> <li>Explore and compare the work of artists, illustrators and designers who paint or print fruit.</li> </ul> <b>Collage</b> <b>Seasonal Cards</b> <ul style="list-style-type: none"> <li>Tear, overlap and assemble shapes from paper to create a still life</li> </ul>	<b>Drawing</b> <b>Fireworks/Dragons</b> <ul style="list-style-type: none"> <li>Explore ideas and use their imagination to make lines and marks that represent fireworks</li> <li>Record and describe 'texture', from Observation</li> <li>Use texture to add detail to drawings from imagination</li> <li>Begin to explore near and far through drawing larger and smaller shapes and lines of horizon</li> <li>Explore drawing objects from different viewpoints</li> <li>Explore the artwork of Jackie Morris</li> </ul> <b>Painting</b> <b>Dragons/Settings</b> <ul style="list-style-type: none"> <li>Explore creating textures and effects with watercolours and salt, Brusho and marker pens on dry and wet paper</li> </ul>	<b>Drawing</b> <b>Animals</b> <ul style="list-style-type: none"> <li>Join shapes to draw animals in proportion</li> <li>record and describe patterns and 'texture', from observation</li> </ul> <b>3D Work</b> <b>Clay Animal with 4 legs</b> <ul style="list-style-type: none"> <li>Use clay to create a 3D form</li> <li>change the form of clay by pulling, pinching and smoothing</li> <li>Join two pieces of clay using liquid clay</li> <li>Explore layering and overlapping collage material to create an animal in its habitat</li> <li>Explore and compare the work of artists who create animals</li> </ul>	<b>Drawing</b> <ul style="list-style-type: none"> <li>To explore ideas and draw special memories, places, activities and people</li> </ul> <b>Painting/Collage</b> <ul style="list-style-type: none"> <li>Explore the work of an artist in depth and use his ideas and techniques as a starting point for their own work</li> <li>Explore layering and overlapping collage material, textiles and paint</li> <li>Experiment with different tools and techniques for painting</li> </ul>	<b>Drawing</b> <ul style="list-style-type: none"> <li>Draw flowering plants from observation</li> <li>Explore and compare the work of artists who draw/paint flowering plants.</li> </ul> <b>Printing</b> <ul style="list-style-type: none"> <li>Create a printing block</li> <li>Create a composition of repeated prints</li> <li>Explore over-printing with blocks, colours and different papers.</li> </ul>	<b>Drawing</b> <ul style="list-style-type: none"> <li>Draw from observation to create a self portrait</li> </ul> <b>Painting</b> <ul style="list-style-type: none"> <li>Mix neutral colours, tints and shades.</li> <li>Paint from observation to create a self-portrait.</li> <li>To modify and develop their painting through ongoing discussion and evaluation</li> <li>To explore and compare the work of artist who painted portraits and self-portraits</li> </ul>
<b>Design Technology</b>  <b>Kapow</b> Scheme of Work	<b>Food</b> <ul style="list-style-type: none"> <li>Hidden sugars in drinks</li> <li>Taste testing combinations</li> <li>Design and making a wrap</li> <li>Making and evaluating</li> </ul>		<b>Mechanisms</b> <b>Wheels + Axles 2</b> <ul style="list-style-type: none"> <li>Design and make a moving vehicle – paired work</li> </ul>		<b>Textiles: make a pouch (purse)</b> <ul style="list-style-type: none"> <li>Sew a running stitch</li> <li>Join fabrics with running stitch</li> <li>Making a pouch</li> <li>Decorating a pouch</li> </ul> Lesson 1-3. Omit lesson 4.	
<b>Geography and History</b>	<b>How did it get on my plate?</b> <b>Global food (Link with PSHE)</b> <ul style="list-style-type: none"> <li>Identify origins of a range of foods/products and locate on world map.</li> <li>Identify natural/produced ingredients in range of foods</li> <li>Recall previous learning about climate zones and hemispheres, locate and describe journeys to UK.</li> <li>Record and interpret data about food miles, make links with previous learning about transport and pollution, to suggest reasons why some feel we should reduce this/eat more local foods</li> </ul>	<b>Where did she go?</b> <b>Amelia Earhart</b> <ul style="list-style-type: none"> <li>Revise previous learning: drawing world map, and locating people/places/toys from previous units/maps they have drawn before</li> <li>Describe distance between places, including UK + USA, suggest appropriate modern transport.</li> <li>Locate Earhart on a timeline, along with other inventions, to determine transport methods used.</li> <li>Use sources map route intended and map route travelled. Compare to modern travel times/routes</li> </ul>	<b>How do our houses differ?</b> <b>Africa (New Learning) and Antarctica (Prior Learning)</b> <ul style="list-style-type: none"> <li>Revise location and features of key continents, oceans, climate zones.</li> <li>Locate/label UK and recall key learning about relevant climate zone</li> <li>Identify/label Africa (desert, savannah and other climate zones within the continent) and describe key features</li> <li>Identify how these differ to UK and previously learnt Antarctic.</li> <li>Use a range of sources to identify key information about a chosen place in Africa -</li> </ul>	<b>Why did the Fire of London Spread?</b> <b>London then and now</b> <ul style="list-style-type: none"> <li>Recall Y1 knowledge/skills to draw/copy a basic map/ key human features of London</li> <li>Identify event on timeline and use chronological knowledge (Y1 Toys) to predict features of 1666 era</li> <li>Use sources to identify similarities and differences between features and materials of London then and now</li> <li>Use locational language and sources to describe the spread of the Fire, including in relation to school location.</li> </ul>	<b>How would we get around the UK?</b> <ul style="list-style-type: none"> <li>Recap key human transport features of London and their local area and identify some differences to that of the period previously studied.</li> <li>Locate the school, their homes and other places of interest on a map, including some London Landmarks, and describe the journeys to these using a range of sources</li> <li>Use GIS (Google Maps) to calculate journey times, including roads and other modes of transport.</li> <li>Locate on a timeline the relevant inventions and technological developments of</li> </ul>	<b>Where can we see the sea?</b> <ul style="list-style-type: none"> <li>Recap learning from previous unit and use locational language to describe travel/transport and journeys to/from the UK from various countries/places in the world (including USA, Spain)</li> <li>Build UK place knowledge by drawing outline map, locating a variety of physical and human features of UK on map including: naming of 4 countries and their capitals, key landmarks, rivers and topography.</li> <li>Recall location of coasts in UK from their maps in lesson 1. Identify transport around UK</li> </ul>



	<ul style="list-style-type: none"> <li>● Identify/locate locally produced food on a map, or</li> <li>● Devise (try?) recipes from British produced ingredients</li> </ul>	<ul style="list-style-type: none"> <li>● Locate WW2 on a timeline, along with other inventions, to determine transport methods used</li> <li>● Use sources to find detail of air travel/transport used, and compare to previous learning and modern</li> </ul>	<p>language, flag, natural resources, key landmarks etc.</p> <ul style="list-style-type: none"> <li>● Identify key differences between human features of a chosen African place and in the UK, making connections with their learning about the features of this climate zone to suggest reasons</li> </ul>	<ul style="list-style-type: none"> <li>● Use a range of sources to describe the Fire- how would they have escaped? Why was it so scary?</li> <li>● Make links to features of London at the time to suggest why the fire may have spread, referring to differences in fire safety and rescue services/provision and technology between then and now.</li> </ul>	<p>the modes of transport from previous lessons.</p> <ul style="list-style-type: none"> <li>● Identify on a map of the UK England, London, and the other four countries and their capitals.</li> <li>● Trace a journey to one or more of these capitals via train or canal and roads.</li> <li>● Use a range of sources to show/prove/describe how transport has changed over time. Why do you think there is more ways to travel around the UK now than before? What do you think may be the next types of travel to be invented?</li> </ul>	<p>and consider journey times to the closest coast from local area</p> <ul style="list-style-type: none"> <li>● Use a range of given sources (including postcards, old and current) to compose a sensory/sound map of a seaside/beach. What textures, sounds and materials are here? What are the differences to their local urban area</li> </ul>
<p><b>R.E.</b></p> <p><b>Christianity</b></p> <p><b>Islam</b></p>	<p><b>Special Places/ Places of worship</b></p> <ul style="list-style-type: none"> <li>● To revisit prior learning about their own special places.</li> <li>● To know the name of sacred places for Christians and Muslims.</li> <li>● To describe a place of worship e.g. what you might see in them and what happens there</li> <li>● To understand why they are important to religious people e.g. how they make them feel</li> <li>● To know that religious people also have special places at home to worship - Link to Islam - praying 5 times a day - the workplace may have to allow you a space - Prayer mat/ facing Mecca</li> <li>● To describe features of a sacred place in the home</li> <li>● To understand that religious people have special places in the home</li> </ul>	<p><b>Celebrations</b></p> <ul style="list-style-type: none"> <li>● To revisit prior learning through discussing celebrations that are important to them e.g. family birthdays, sporting events, name days, new years, weddings, anniversaries etc.</li> <li>● To understand why special occasions are celebrated e.g. to remember a special time, share a special event with friends and family</li> <li>● To listen to stories about special occasions that are celebrated</li> <li>● To learn how important occasions are celebrated at home and in the community e.g. rituals, festivals</li> <li>● To identify and discuss similarities and differences in the way occasions are celebrated.</li> <li>● To explore how religious festivals express beliefs, feelings and emotions.</li> <li>● To appreciate the value of festivals and celebrations for different faith communities.</li> </ul>	<p><b>Symbols</b></p> <ul style="list-style-type: none"> <li>● To revisit why symbols are special.</li> <li>● To identify the signs and symbols that Christians and Muslims use</li> <li>● To understand the use of symbols in stories.</li> </ul>	<p><b>Special Books and Stories</b></p> <ul style="list-style-type: none"> <li>● To discuss which books are special to them and why</li> <li>● To understand which books are special to other in their class</li> <li>● To recall the names of sacred books known within the class</li> <li>● To recall why these books are special and how/why they are treated with respect.</li> <li>● To hear/read some religious stories from sacred books and talk about their meanings.</li> <li>● To understand why these stories are important e.g. what message they give, how they impact people's choices</li> <li>● To make comparisons between different texts (celebration stories linked to Spring)</li> </ul>	<p><b>Leaders, Teachers and Beliefs</b></p> <ul style="list-style-type: none"> <li>● To know about key people who are important because of their influence in the founding and development of different faiths.</li> <li>● To understand how inspirational people, leaders and teachers can be role models and inspire us to lead good lives, or change the world for the better.</li> <li>● To understand how values can come from beliefs and experience. (school code/British Values)</li> <li>● To explore <i>how do people tackle the big questions of life?</i></li> <li>● To understand how stories influence how people live their lives in the real world- how they behave- how they respond to problems in society- activities they may become involved with to help the community.</li> </ul>	<p><b>Rules, Values and Beliefs</b></p> <ul style="list-style-type: none"> <li>▪ To recall previous learning about what rules are, why they are important and how they impact our behaviour.</li> <li>▪ To discuss the rules they follow in their own lives</li> <li>▪ To discuss similarities and differences between rules from different communities and faiths</li> <li>▪ To understand that we all have beliefs about the world and they influence how we think or behave</li> <li>▪ To know that religious people have beliefs about things such as; truth, honesty, respect for the world and environment and it may affect the choices they make. Children will learn this through listening to religious stories (Moses and the 10 Commandments; The Five Pillars of Islam)</li> <li>▪ To discuss their views on the morals discussed</li> <li>▪ To know/Identify a current issue facing the local environment and discuss how people should respond</li> </ul>

	and in the community where they worship					to this issue - draw on morals discussed
<b>P.E.</b>	<p><b>Fitness:</b> Take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p> <p><b>Fundamentals:</b> Develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p>	<p><b>Ball Skills:</b> Develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.</p> <p><b>Gymnastics:</b> Learn, explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases.</p>	<p><b>Invasion:</b> Develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.</p> <p><b>Sending and Receiving:</b> develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will build on their knowledge of sending and receiving by applying their skills in different situations.</p> <p><b>Dance Festival</b></p>	<p><b>Yoga:</b> Learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.</p> <p><b>Team Building:</b> Develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.</p> <p><b>Skipathon</b></p>	<p><b>Dance:</b> Explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner.</p> <p><b>Athletics:</b> Develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p>	<p><b>Dance:</b> Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p> <p><b>Striking and Fielding:</b> Develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.</p> <p><b>Sports Day</b></p>
<b>Computing</b>	<p><b>What is a computer?</b></p> <ul style="list-style-type: none"> <li>● To recognise the parts of a computer</li> <li>● To recognise how technology is controlled</li> <li>● To understand the role of computers</li> </ul>	<p><b>Animations (2animate Purple Mash)</b></p> <ul style="list-style-type: none"> <li>● To use technology purposefully to create an animation.</li> <li>● To save and retrieve digital content.</li> </ul>	<p><b>Algorithms &amp; Debugging</b></p> <ul style="list-style-type: none"> <li>● To decompose a game to predict the algorithms that are used.</li> <li>● To understand that computers can use algorithms to make predictions (machine learning).</li> <li>● To understand what abstraction is</li> <li>● To understand what debugging is</li> </ul>	<p><b>Scratch Junior</b></p> <ul style="list-style-type: none"> <li>● To explore a new application</li> <li>● To create an animation</li> <li>● To follow an algorithm</li> <li>● To plan and create code to create an algorithm</li> </ul>	<p><b>Data Handling - The International Space Station</b></p> <ul style="list-style-type: none"> <li>● To understand how computers can help humans survive in space</li> <li>● To understand the role of sensors on the ISS</li> <li>● To interpret data</li> </ul>	<p><b>Data Handling (2graph Purple Mash)</b></p> <ul style="list-style-type: none"> <li>● To use technology purposefully to create a graph.</li> <li>● To save and retrieve digital content</li> <li>● To interpret and analyse data</li> </ul>



<p><b>Internet Safety</b> <b>(links with PSHE)</b></p> <p>5 lessons to be taught through the year, and repeated / reinforced as necessary</p>	<p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>• To know how to stay safe online</li> <li>• To know how to tell a trusted adult if/when I am worried for myself or others, worried that something is, or feels unsafe, or if I come across something that scares or concerns me</li> <li>• To know that not everything seen online is true or trustworthy</li> <li>• Explain what is meant by online information.</li> <li>• Recognise what information is safe to be shared online.</li> <li>• Explain why we need passwords and what makes a strong password.</li> <li>• Understand that they need to ask permission before sharing content online and explain why.</li> <li>• Understand that they have the right to deny their permission to information about them being shared online.</li> <li>• Say who they can ask for help with online worries.</li> <li>• Use some strategies to work out if online information is reliable or not.</li> </ul>					
<p><b>Music</b></p>	<p><b>Harvest Festival</b></p> <ul style="list-style-type: none"> <li>• Basic posture with relaxed shoulders, singing mouth and sound projection</li> <li>• Perform to an audience</li> <li>• Learn songs with a wider vocal range, diction and difficulty</li> </ul>	<p><b>Instruments of the orchestra</b></p> <ul style="list-style-type: none"> <li>• Learn about the families of the orchestra</li> <li>• Learn to recognise the instruments and the sounds they make</li> <li>• Make a shaker and a straw oboe from different materials and objects</li> </ul>	<p><b>Composing music on Garage Band using I pads</b></p> <ul style="list-style-type: none"> <li>• Learning how to import loops in garage band</li> <li>• Learning to create a song that has ABCD structure</li> <li>• Learning how to create contrast and edit your work</li> <li>• Playing the song to the class and receive feedback</li> </ul>	<p><b>Classical Music</b></p> <ul style="list-style-type: none"> <li>• Music and composers from western classical tradition</li> <li>• Show enjoyment and appreciation in music</li> <li>• Learning about Haydn’s Symphony “The Hen”</li> <li>• Compose a “Hen” symphony using percussion instruments</li> </ul>	<p><b>Djembe Drumming</b></p> <ul style="list-style-type: none"> <li>• Keeping a steady beat while playing as part of a group</li> <li>• Copy simple rhythmic patterns aurally (identify / repeat)</li> <li>• Playing rhythms as part of a polyrhythm using Djembe drums</li> <li>• Perform to an audience</li> </ul>	<p><b>Y2 show, songs and instrumental pieces</b></p> <ul style="list-style-type: none"> <li>• Learning songs for the show</li> <li>• Basic posture with relaxed shoulders, singing mouth and sound projection</li> <li>• Perform to an audience</li> <li>• Learning to play instrumental pieces on a variety of instruments such as African Drums, recorders and ukuleles.</li> </ul>