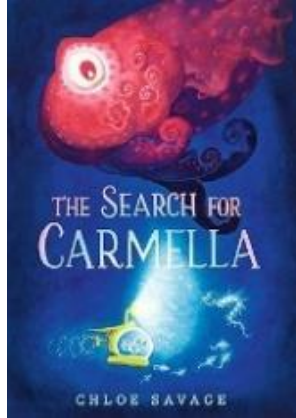
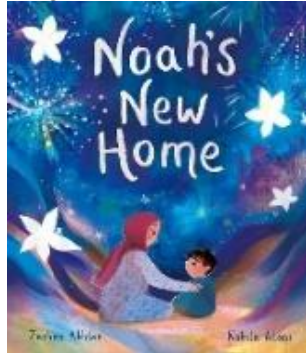
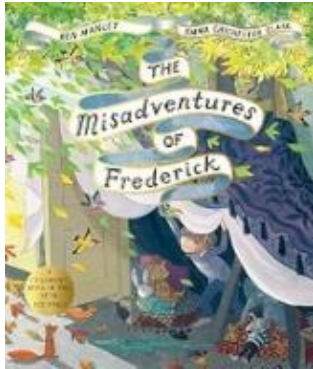
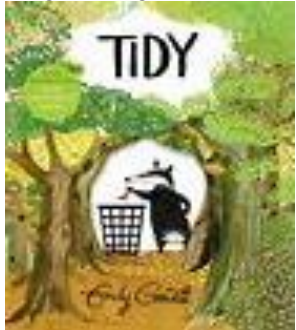
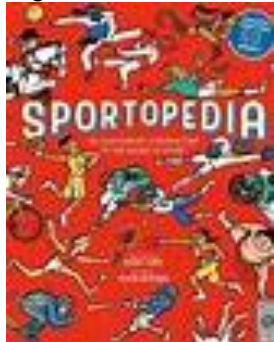




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Year 2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	8 weeks	7 weeks	6 weeks	5 weeks	7 weeks	6 weeks
Topic	Where would you like to live?	Where will your next adventure take you?	Why is our world wonderful?	How will you get there?	Will you ever stop growing?	What would you change?
Enrichment						Litter Picking
Core Texts	Leo and the Octopus by Isabelle Marinov  The Search for Carmella by Chloe Savage 	Noah's New Home by Zeshan Akhter  The Misadventures of Frederick by Ben Manley 	The Bog Baby by Jeanne Willis 	Grandad's Island by Benji Davies 	Jack and the Baked Beanstalk by Colin Stimpson 	Tidy by Emily Gravett  Sportopedia by Adam Skinner 
Hinterland knowledge	Fiction The Lion Inside – Rachel Bright Strictly No Elephants – Lisa Mantchev	Fiction The Journey – Francesca Sanna The Other Side – Jacqueline Woodson	Fiction The Tadpole's Promise – Jeanne Willis The Snail and the Whale – Julia Donaldson	Fiction The Heart and the Bottle – Oliver Jeffers The Memory Tree – Britta Teckentrup	Fiction Goldilocks and Just the One Bear – Leigh Hodgkinson	Fiction The Last Wolf – Mini Grey The Curious Graden – Peter Brown



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	Not Quite Narwhal – Jessie Sima Non Fiction Octopus Shocktopus! – Peter Bently A Day With No Words – Tiffany Hammond All About Feelings – Felicity Brooks Poetry A Great Big Cuddle – Michael Rosen Commotion in the Ocean – Giles Andreae What Is Pink? – Christina Rossetti	The Day War Came – Nicola Davies Non Fiction A House of My Own – Emma Damon Coming to England – Floella Benjamin My Two Blankets – Irena Kobald Poetry Out of Wonder – Kwame Alexander Everywhere, Wonder – Matthew Swanson	The Hodgeheg – Dick King-Smith Non Fiction A Butterfly is Patient – Dianna Hutts Aston Big Book of Bugs – Yuval Zommer What's Alive? – Kathleen Weidner Zoehfeld Poetry Tiger, Tiger, Burning Bright! – Fiona Waters The Bee is Not Afraid of Me – Judith Waters I Am The Seed That Grew – Fiona Waters	The Invisible String – Patrice Karst Non Fiction All About Feelings – Felicity Brooks The Usborne Big Book of Feelings – Minna Lacey Poetry The Book of Hopes – Katherine Rundell Poems Aloud – Joseph Coelho	The Three Little Wolves and the Big Bad Pig – Eugene Trivizas The Cook and the King – Julia Donaldson Non Fiction From Bean to Pod – Jan Kottke A Seed Is Sleepy – Dianna Hutts Aston Planting a Rainbow – Lois Ehlert Poetry Please Mrs Butler – Allan Ahlberg Crazy Mayonnaisy Mum – Brian Moses Food for Thought – Kate Agnew	The Lorax – Dr. Seuss The Hundred Mile an Hour Dog – Jeremy Strong Non Fiction A Place for Trees – Melissa Stewart The Big Book of Blooms – Yuval Zommer Little People, Big Dreams: Jesse Owens – Maria Isabel Sanchez Vegara Poetry Crunching Conkers – Brian Moses Bounce, Slam, Dunk! – Douglas Florian Score! – Roger Stevens
English	Leo and the Octopus Purpose: To Narrate Outcome: Friendship Narrative The Search for Carmella Purpose: To Recount	Noah's New Home Purpose: To Narrate Outcome: Overcoming Fear Narrative The Misadventures of Frederick	The Bog Baby Purpose 1: To Narrate Outcome 1: Finding Narrative Purpose 2: To Instruct	Grandad's Island Purpose 1: To Narrate Outcome 1: Return Narrative Purpose 2: To Inform	Jack and the Baked Beanstalk Purpose 1: To Persuade Outcome 1: Persuasive Letter Purpose 2: To Narrate	Tidy Purpose: To Narrate Outcome: Environment Narrative Use the suffix -ly to turn adjectives into adverbs.



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	Outcome: Underwater Explorer's Log • Use the suffixes –er and –est in adjectives. • Regular plural noun suffixes –s or –es including the effects of these suffixes on the meaning of the noun. • Learn how to use co-ordination (using so, or, and, but). • Expanded noun phrases for description and specification. • How the grammatical patterns in a sentence indicate its function as a question. • Correct choice and consistent use of past and present tense throughout writing. • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Use apostrophes to mark singular possession in nouns.	Purpose: To Inform Outcome: Persuasive Letter • Use of the suffix –ly to turn adjectives into adverbs. • Form adjectives using suffixes –ful and –less. • Co-ordination (or, and, but, so). • Sentence indicates its function as an exclamation or a question. • Expanded Noun Phrases for description and specification. • Correct choice and consistent use of past and present tense throughout writing. • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Apostrophes to mark where letters are missing in spelling (contractions). • Apostrophes to mark singular possession in nouns. • Commas to separate items in a list.	Outcome 2: Instructions on 'How to build a habitat' • Formation of adjectives using suffixes e.g. –ful, –less. • Use of the suffix –ly to turn adjectives into adverbs. • Subordination (using when, if, that, because). • Co-ordination (or, so, and, but). • Expanded noun phrases for description and specification. • How the grammatical patterns in a sentence indicate its function as a command. • Correct choice and consistent use of past and present tense throughout writing. • Use of capital letters, full stops and question marks to demarcate sentences. • Commas to separate items in a list. • Apostrophes to mark where letters are missing in spelling (contractions).	Outcome 2: Informational piece on 'Jungle Animals' • Use of the suffixes –er & –est in adjectives. • Use of the suffix –ly to turn adjectives into adverbs. • Expanded noun phrases for description and specification. • How the grammatical patterns in a sentence indicate its function as a question and an exclamation. • Correct choice and consistent use of past and present tense throughout writing. • Learn how to use the progressive form of verbs in the present and past tense to mark actions in progress. • Use of capital letters, full stops and question marks to demarcate sentences. • Apostrophes to mark singular possession in nouns.	Outcome 2: Twisted Tale • Formation of nouns using suffixes e.g. –ness, –er. • Formation of adjectives using suffixes e.g. –ful, –less. • Use of the suffix –ly to turn adjectives into adverbs. • Expanded noun phrases for description and specification. • Subordination (using when, if, that, because). • Co-ordination (or, and, but). • How the grammatical patterns in a sentence indicate its function as question and a statement. • Correct choice and consistent use of past and present tense throughout writing. • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Apostrophes to mark where letters are missing in spellings. • Commas to separate items in a list.	• Subordination (when, if, that, because). • Co-ordination (or, and, so, but). • Expanded Noun Phrases for description and specification. • How the grammatical patterns in a sentence indicates its function as an exclamation. • Correct choice and consistent use of past and present tense throughout writing. • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Commas to separate items in a list. Sportopedia Purpose: To inform and instruct Outcome: Olympics Sports Guide • Form nouns by compounding suffixes –er and –est in adjectives. • Use –ly in Standard English to turn adjectives into adverbs. • Co-ordination (or, and, so, but). • Correct choice and consistent use of past
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						and present tense throughout writing. • Use of capital letters, full stops and question marks to demarcate sentences. • Use apostrophes to mark singular possession in nouns. • Use commas to separate items in a list.
Maths	Telling the time Place value Addition and subtraction Shape, Space and Measure - Shape	Addition and subtraction Multiplication and division Shape, Space and Measure - Shape	Multiplication and division Shape, Space and Measure - Length and Height	Multiplication and division Fractions Shape, Space and Measure - Length and Height Mass, capacity and temperature	Fractions Money Shape, Space and Measure - Mass, capacity and temperature	Statistics Shape, Space and Measure - Position and Direction
Science	Living things: Habitats <u>National Curriculum</u> Explore and compare the differences between things that are living, dead, and things that have never been alive. 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. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple	Animals: Lifecycles and Health <u>National Curriculum</u> Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Ambitions link: nutritionist	Living things: Microhabitats <u>National Curriculum</u> 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. 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. Identify and name a variety of plants and animals in	Materials: Uses of Everyday materials <u>National Curriculum</u> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Plant growth <u>National Curriculum</u> 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.	Making Connections <u>National Curriculum</u>



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	food chain, and identify and name different sources of food.		their habitats, including microhabitats.			
Working Scientifically	<u>National Curriculum</u> Gathering and recording data to help in answering questions. Identifying and classifying. Asking simple questions and recognising that they can be answered in different ways.	<u>National Curriculum</u> Identifying and classifying. Observing closely, using simple equipment. Using their observations and ideas to suggest answers to questions. Asking simple questions and recognising that they can be answered in different ways. Performing simple tests. Gathering and recording data to help in answering questions.	<u>National Curriculum</u> Identifying and classifying. Observing closely, using simple equipment. Using their observations and ideas to suggest answers to questions. Asking simple questions and recognising that they can be answered in different ways. Performing simple tests. Gathering and recording data to help in answering questions.	<u>National Curriculum</u> Identifying and classifying. Observing closely, using simple equipment. Asking simple questions and recognising that they can be answered in different ways. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.	<u>National Curriculum</u> Identifying and classifying. Observing closely, using simple equipment. Using their observations and ideas to suggest answers to questions. Asking simple questions and recognising that they can be answered in different ways. Performing simple tests. Gathering and recording data to help in answering questions.	<u>National Curriculum</u>
Computing	Online Safety Computing Systems and Networks – IT Around Us Identifying IT and how its responsible use improves our world in school and beyond. <u>National Curriculum</u> Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other	Online Safety Creating Media – Digital Photography Capturing and changing digital photographs for different purposes. <u>National Curriculum</u> Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Online Safety Programming – Robot Algorithms Creating and debugging programs, and using logical reasoning to make predictions. <u>National Curriculum</u> Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs	Online Safety Data and Information – Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer. <u>National Curriculum</u> Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Online Safety Creating Media – Digital Music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition. <u>National Curriculum</u> Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Online Safety Programming – Programming Quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz. <u>National Curriculum</u> Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.



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	online technologies.					Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.
PSHE	Foundations for Wellbeing L1: Noticing and naming feelings L2: Different distractions L3: Changing thoughts and feelings L4: Managing unhelpful thoughts L5: Reactions and responses Change, loss and grief L1: What happens when things change?	CEOP: Jessie and Friends L1: Watching videos L2: Sharing pictures L3: Playing games BBFC: Watch out! L1: Helping to make good viewing choices L2: Keeping viewing choices safe	Changing and growing up L1: My special people L2: Growing up – the human life cycle L3: Everybody's body NSPCC: Talk PANTS – ages 5-7 L1: PANTS power L2: More PANTS power	The Careers and Enterprise Company: Careers explorers L1: Strengths and interests L2: Different jobs Money and wellbeing KS1 L1: What is money? L2: Money choices	Road and rail safety L1: Crossing the road L2: Keeping safe around railways Getting help in an emergency L1: Getting help in an emergency Water safety L1: Everyone is responsible	Foundations for Wellbeing Revisit the extension and embedding activities in year 2 lessons. Embracing change and new challenges L1: Moving to a new class
RE	Christianity (God) Does how we treat the world matter?	Christianity (Jesus) Why do Christians say Jesus is the 'Light of the World'?	Hindu Dharma How might people express their devotion?	Islam Why do Muslims believe it is important to obey God?	Christianity (Church) What unites the Christian community?	Judaism What aspects of life really matter?
Geography	What is it like to live by the coast? Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism. <u>National Curriculum</u> name and locate the world's seven continents and five oceans. name, locate and identify characteristics of the four countries and capital cities		Why is our world wonderful? Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this. <u>National Curriculum</u> name and locate the world's seven continents and five oceans. name, locate and identify characteristics of the four countries and capital cities			Would you prefer to live in a hot or cold place? Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents. <u>National Curriculum</u> name and locate the world's seven continents and five oceans. understand geographical similarities and differences through studying the human and physical geography of



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	of the United Kingdom and its surrounding seas. use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 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. use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 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. use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical		of the United Kingdom and its surrounding seas. use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 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. use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.			a small area of the United Kingdom, and of a small area in a contrasting non-European country. identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 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.
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	features of its surrounding environment. <u>Ambitions link: coastguard</u>					
History		How was school different in the past? NC links: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Significant historical events, people and places in their own locality.		How did we learn to fly? NC links: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	What is a monarch? NC links: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally.	



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Music	Call and response- Animals <u>National Curriculum</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Orchestral instruments <u>National Curriculum</u> Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Musical Me <u>National Curriculum</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Space <u>National Curriculum</u> Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Myths and Legends <u>Key Skills</u> Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Glockenspiels <u>National Curriculum</u> Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music.
Art	Drawing Understanding tone and texture <i>Artist: Quentin Blake</i> <u>National Curriculum</u> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern,		Craft and design Map it out <i>Artist: David Robinson</i> <u>National Curriculum</u> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Painting and Mixed Media Life in Colour <i>Artist: Romare Bearden</i> <u>National Curriculum</u> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern,	Sculpture and 3D Clay Houses <i>Artist: Rachel Whiteread</i> <u>National Curriculum</u> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	



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	texture, line, shape, form and space. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	texture, line, shape, form and space. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	
DT		Textiles Pouches Developing basic sewing skills by learning how to create templates, cut fabric accurately and sew a running stitch. <u>National Curriculum</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients,			Structures Giant's Chair Using the tale of Jack and the Baked Beanstalk as inspiration, children help the Giant by making him a brand new chair. When designing the chair, they consider his needs and what he likes and explore ways of building it so that it is strong. <u>National Curriculum</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].	Mechanisms Levers Identify lever mechanisms and describe their movements. Select appropriate materials to use to make levers work effectively. Join materials together to make levers. Understand how levers can help make tasks easier. Test the effectiveness of their own levers. <u>National Curriculum</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].



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		according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.			Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable.	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
PE	Games – Piggy in the Middle Athletics <u>National Curriculum</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending	Gymnastics Activities 1 FMS – Playground Games in the 20th Century <u>National Curriculum</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending	Net and Wall FMS – Bounce Ball <u>National Curriculum</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending	Games – Striking and Fielding FMS – Kicking Unit <u>National Curriculum</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending	Dance – Seaside Athletics <u>National Curriculum</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns	OAA – The Great Outdoors FMS – End of KS1 Assessment <u>National Curriculum</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending