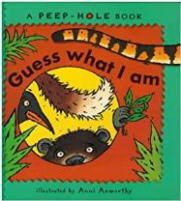
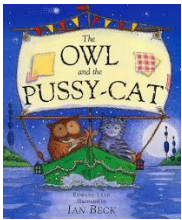

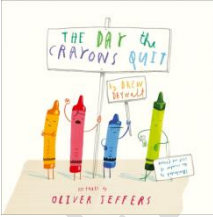

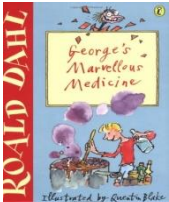
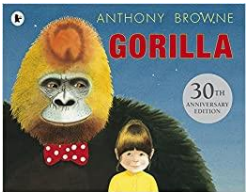
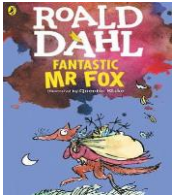
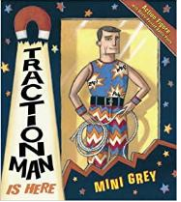
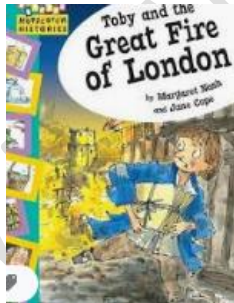
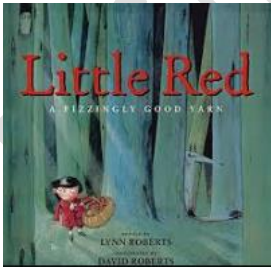
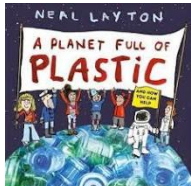
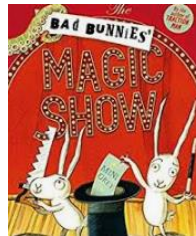
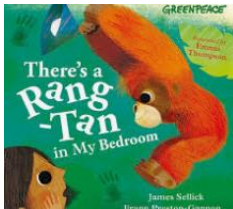
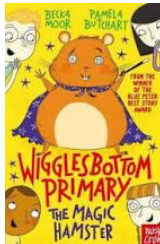

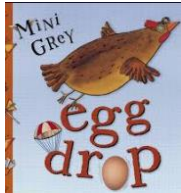


YEAR 2	Autumn	Spring	Summer
<b>English:</b> <b>texts to</b> <b>inspire</b> <b>writing</b>	<p style="text-align: center;"><b>Riddles</b></p> <ul style="list-style-type: none"> <li>• Features of riddles</li> <li>• Adjectives and similes</li> <li>• Reading and solving riddles</li> <li>• Devising riddles</li> </ul>  <p style="text-align: center;"><b>The Owl &amp; The Pussycat</b></p> <ul style="list-style-type: none"> <li>• Poem features and vocabulary</li> <li>• Question openers</li> <li>• Setting description</li> <li>• Alternative verses with own ideas</li> </ul>  <p style="text-align: center;"><b>Meerkat Mail</b></p> <ul style="list-style-type: none"> <li>• Story Comprehension</li> <li>• Setting description</li> <li>• Sequencing events</li> <li>• Book review</li> <li>• Diary</li> <li>• Post card</li> </ul>  <p style="text-align: center;"><b>Non chronological reports</b></p> <ul style="list-style-type: none"> <li>• Layout and features</li> <li>• Paragraphs</li> <li>• Write non-chronological report</li> </ul> <p style="text-align: center;"><b>Polar Express</b></p> <ul style="list-style-type: none"> <li>• Scene description</li> <li>• Word Classes</li> <li>• For and against arguments</li> <li>• Similes</li> </ul>	<p style="text-align: center;"><b>The Day the Crayons Quit – Drew Daywalt</b></p> <ul style="list-style-type: none"> <li>• Letter of complaint</li> <li>• List poem</li> <li>• Informal letter</li> </ul>  <p style="text-align: center;"><b>Recounts – Great Fire of London</b></p> <ul style="list-style-type: none"> <li>• Sequencing events</li> <li>• Time openers</li> </ul> <p style="text-align: center;"><b>Little Red Riding Hood</b></p> <ul style="list-style-type: none"> <li>• Character and setting description</li> <li>• Hot Seating</li> </ul>  <p style="text-align: center;"><b>Persuasive Writing – Beaumanor Hall</b></p> <ul style="list-style-type: none"> <li>• Leaflet</li> </ul> <p style="text-align: center;"><b>George's Marvellous Medicine</b></p> <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Character descriptions</li> </ul> 	<p style="text-align: center;"><b>The Tunnel &amp; Gorilla – Anthony Browne</b></p>  <p style="text-align: center;"><b>Fantastic Mr fox</b></p>  <p style="text-align: center;"><b>Traction Man &amp; Biscuit Bear – Mini Grey</b></p> 

	<ul style="list-style-type: none"> <li>Alphabetical ordering</li> </ul> 		
<b>Guided Reading</b>	<p><b>Rigby Star – Differentiated Texts</b></p> <div>  <p><b>The Smartest Giant in Town by Julia Donaldson</b></p> </div> <div>  <p><b>Jim and the Beanstalk by Raymond Briggs</b></p> </div> <div>  <p><b>Meerkat Mail by Emily Gravett</b></p> </div>	<p><b>Toby and the Great Fire of London by Margaret Nash and Jane Cope</b></p>   <p><b>Little Red by Lynne and David Roberts</b></p>	<p><b>Prince Cinders by Barbette Cole</b></p>  <p><b>The Pencil by Allan Alhberg</b></p> 
<b>Reading for pleasure</b>	<p><b>The Troll by Julia Donaldson</b></p>   <p><b>The Owl who was Afraid of the Dark</b></p> <p><b>A planet full</b></p> 	<p><b>Hodgehog by Dick King Smith</b></p>  <p><b>Growing Frogs by Vivian French and Alison Bartlett</b></p> 	<p><b>Hermelin by Mini Grey</b></p>  <p><b>The Bad Bunnies Magic Show by Mini Grey</b></p>  <p><b>The Adventures of the Dish and the Spoon by Mini Grey</b></p>

	<p>of Plastic</p>  <p><b>There's an Orangutan in my Bedroom by James Sellick and Frann Preston-Gannon</b></p>	 <p><b>Wigglesbottom Primary: The Magic Hamster by Pamela Butchart and Becka Moor</b></p>	 <p><b>The Egg Drop by Mini Grey</b></p>  <p><b>Various books by Anthony Browne</b></p>
<h1>Spellings</h1>	<ul style="list-style-type: none"> <li>Introduce Year 2 homophones when relevant. (example homophones: <i>see/sea, be/bee blue/ blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two</i>)</li> <li>Year 2 phonics: <ul style="list-style-type: none"> <li>The sound /dʒ/ spelt 'ge' and 'dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'.</li> <li>The /s/ sound spelt 'c' before 'e', 'i' and 'y'</li> <li>The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words</li> </ul> </li> <li>Common exception words</li> <li>/aɪ/ sound spelt 'i' in common</li> <li>Teach and practise strategies at the point of writing.</li> <li>Introduce proofreading</li> <li>Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit The /l/ or /əl/ sound spelt '-le' at the end of words</li> <li>Homophones and near homophones</li> <li>The possessive apostrophe (singular nouns)</li> <li>Apostrophe for contractions</li> <li>The /aɪ/ sound spelt 'y' at the end of words The /i:/ sound spelt '-ey' <ul style="list-style-type: none"> <li>The /r/ sound spelt '-wr' at the beginning of words</li> <li>The /ɒ/ sound spelt 'a' after 'w' and 'qu' The sound /ʒ/ spelt 's'</li> </ul> </li> <li>Common exception words.</li> <li>Suffixes: <ul style="list-style-type: none"> <li>Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter</li> <li>Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly'</li> <li>Words ending in '-tion'</li> </ul> </li> <li>Using the working wall to find correct spellings of high frequency and common exception words</li> </ul>	<ul style="list-style-type: none"> <li>Revisit The possessive apostrophe (singular nouns)</li> <li>Homophones- Revision of all homophones taught so far</li> <li>The possessive apostrophe (singular nouns)</li> <li>Year 2 phonics: <ul style="list-style-type: none"> <li>The /l/ or /əl/ sound spelt '-el' at the end of words</li> <li>The /l/ or /əl/ sound spelt '-al' at the end of words</li> <li>The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling)</li> <li>The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w'</li> <li>The /ʌ/ sound spelt 'o'</li> <li>The /ʒ:/ sound spelt 'or' after 'w'</li> </ul> </li> <li>Common exception words: All Year 2 words not taught so far</li> <li>Suffixes: <ul style="list-style-type: none"> <li>Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'</li> <li>The suffixes '-ment', '-ness',</li> </ul> </li> <li>Proofreading</li> <li>After writing, secure routines for proofreading:</li> <li>Use a reliable source (word bank, environmental print and dictionary) to</li> </ul>

		<ul style="list-style-type: none"> <li>Using an alphabetically-ordered word bank</li> <li>Proofreading: Check writing for mistakes in common exception / tricky words.</li> </ul>	<p>check their spelling at the proofreading stage.</p> <ul style="list-style-type: none"> <li>Check writing for mistakes in common exception or tricky words.</li> </ul>
<b>Science</b>	<p><b>Living Things &amp; their habitats</b></p> <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> <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>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>	<p><b>Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <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>	<p><b>Plants</b></p> <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> </ul> <p><b>Uses of everyday materials</b></p> <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>History</b>	<p><b>Transport through the ages</b></p> <ul style="list-style-type: none"> <li>To understand how the lives and achievements of George Stephenson and Isambard Kingdom Brunel changed the world.</li> <li>To understand how female achievement has influenced the history of transport</li> <li>To recall events beyond living memory that are significant nationally or globally from primary sources</li> <li>To understand and then describe how Henry Ford influenced the transport world and our</li> </ul>	<p><b>Great Fire of London</b></p> <ul style="list-style-type: none"> <li>What happened in the Great Fire of London?</li> <li>Why did the fire spread so quickly?</li> <li>How do we know about the Great Fire of London?</li> <li>How did they stop the Great Fire of London?</li> <li>How are houses different now to 1666?</li> <li>Significant buildings, changes and people</li> <li>To recall significant events from the</li> </ul>	<p><b>Kings and Queens</b></p> <ul style="list-style-type: none"> <li>To understand the role of a Monarch.</li> <li>To understand the significance of the coat of arms.</li> <li>To understand that different people have rights to the throne, focusing on William of Normandy and Harold Godwinson.</li> <li>To understand different significant points of view about the reign of Richard III.</li> <li>To recognise how Queen Victoria's reign has impacted upon society.</li> </ul>



	<p>world today.</p> <ul style="list-style-type: none"> <li>To understand how an inventor from Britain has changed the world.</li> <li>To understand how transport is being influenced by needs of today.</li> </ul>	Great Fire of London.	<ul style="list-style-type: none"> <li>To debate which King/Queen you would like to be and why.</li> </ul>
<b>Geography</b>	<p><b>Oceans and Continents</b></p> <ul style="list-style-type: none"> <li>I can find and describe where I live on a map of the world.</li> <li>I can locate Europe and describe its key characteristics.</li> <li>I can compare North and South America – identifying them on a map.</li> <li>I can justify why I would/would not like to live there.</li> <li>I can describe the physical and human features of Africa.</li> <li>I can locate Asia and explain how some species are endangered.</li> <li>I can describe physical and human features of Australasia.</li> </ul>	<p><b>Hot and Cold Places</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to name, locate and identify countries within Europe and Asia.</li> <li>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</li> <li>Identify seasonal patterns in Europe and Asia.</li> <li>Identify hot and cold places within Europe and Asia.</li> <li>To understand geographical similarities and differences through studying the human and physical geography of the United Kingdom, and of an area of contrasting European and non-European countries.</li> <li>What animals are located in different countries?</li> <li>Which areas of India, UK and Iceland are the most populated? Why?</li> <li>Can you identify the human/ physical features?</li> <li>Which country would you prefer to visit and why?</li> </ul>	

# PSHE

## Working Together

- be able to name some of their own strengths and skills.
- be able to identify a new skill to develop.
- understand and practise listening skills, take turns and make clear explanations.
- understand and practise group work skills, including discussion, negotiation and co-operation.
- be aware of how their strengths and skills can be useful in a group.
- be able to evaluate a group work task.

## Diversity and Communities

- be able to describe aspects of their identity, and recognise some similarities and differences between themselves and others.
- know about some similarities and differences in people's lifestyles, including different groups they and other people belong to.
- be able to describe places in their community, how they and others might use them, and who is available to help them.
- understand how they can help look after the school environment, and make a contribution to doing so.
- know what animals and plants need to survive, and how they can help look after them.

## Financial Capability

- understand that we can receive and spend money in many ways.
- know how to save and look after their money

## Healthy Lifestyles

- be able to give examples of how to be healthy and to reflect on their own lifestyles and choices.
- be able to explain why healthy eating and physical activity are both important.
- know the difference between being active and inactive and know how to maintain health.
- be able to say what changes physical and emotionally when they are active.
- be able to talk about food likes and dislikes and give reasons.
- understand that food can be divided into different groups and know that for good health we need a balanced diet.

## Sex and relationships

- be able to recognise names for the main external parts of the body.
- be able to name the sexual parts using colloquial and occasionally scientific words.
- be able to describe what their bodies can do and understand how amazing their body is.
- show some understanding that their body belongs to them.
- be able to describe some basic personal hygiene routines
- and understand how these can prevent the spread of disease.

## Managing Change

- be able to talk about ways in which they have changed since they were babies as well as identifying recent achievements
- know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't
- identify changes that they or other children might experience in their lives
- name some emotions they or others might feel at particular times of change
- suggest some strategies they might use to cope with times of change, including approaching others for help
- know that change can be positive and something to look forward to

## Sex and relationships

- be able to recognise babies, children and adults of different ages and put them into age order.
- understand that human babies grow inside their mothers.
- be able to describe the main physical developments which take place in early childhood.
- be able to describe some of the changes in responsibilities and expectations during early childhood.
- understand the basic needs of babies.
- understand how dependent a baby is on parents to provide its basic needs.

	<p>and why we might do so.</p> <ul style="list-style-type: none"> <li>begin to understand the difference between wants and needs and the need for informed choices.</li> <li>begin to understand family spending and the impact of choices.</li> <li>begin to understand and manage some of the changing feelings associated with money.</li> <li>have a simple understanding of what charities might do and why we have them.</li> </ul>	<p><b>Personal Safety</b></p> <ul style="list-style-type: none"> <li>be able to contribute to discussions about personal safety and take an active part in class activities.</li> <li>be able to identify people at home, at school and in other contexts of their lives to include in their Safety Circle and who they can go to if they have a worry, or a 'no' or 'I'm not sure' feeling.</li> <li>be able to identify safer places to work and play and know what to do if they get lost.</li> <li>be able to identify the difference between good and bad secrets as well as 'yes' and 'no' touches, understanding that they are able to say 'no' and tell someone on their Safety Circle.</li> </ul>	
<b>RE</b>	<p><b>What does it mean to belong to a faith community?</b></p> <ul style="list-style-type: none"> <li>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers.</li> <li>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.</li> <li>Identify two ways people show they belong to each other when they get married .</li> <li>Respond to examples of co-operation between different people.</li> <li>Give examples of ways in which believers express their identity and belonging within</li> </ul>	<p><b>How and why do we celebrate special and sacred times?</b></p> <ul style="list-style-type: none"> <li>Identify some ways Christians celebrate</li> <li>Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion.</li> <li>Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another</li> <li>religion and say why these are important to believers.</li> <li>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion .</li> <li>Collect examples of what people do,</li> </ul>	<p><b>Who is Jewish and what do they believe?</b></p> <ul style="list-style-type: none"> <li>Talk about how the mezuzah in the home reminds Jewish people about God.</li> <li>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat .</li> <li>Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means.</li> <li>Make links between some Jewish teachings and how Jewish people live.</li> <li>Express their own ideas about the value of times of reflection, thanksgiving, praise</li> </ul>

	<p>faith communities, responding sensitively to differences.</p> <ul style="list-style-type: none"> <li>Identify some similarities and differences between the ceremonies studied.</li> </ul> <p><b>What can we learn from sacred books?</b></p> <ul style="list-style-type: none"> <li>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</li> <li>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.</li> <li>Ask and suggest answers to questions arising from stories Jesus told and from another religion.</li> <li>Talk about issues of good and bad, right and wrong arising from the stories</li> <li>Suggest their own ideas about stories from sacred texts and give reasons for their significance.</li> <li>Make links between the messages within sacred texts and the way people live.</li> </ul>	<p>give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers</p>	<p>and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways.</p>
<b>PE</b>	<p><b>Dance</b></p> <p><b>Outdoor and Adventurous activities</b></p>	<p><b>Tennis</b></p> <p><b>Gymnastics</b></p>	<p><b>Athletics</b></p> <p><b>Football</b></p>
	<ul style="list-style-type: none"> <li>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.</li> <li>Participate in team games, developing simple tactics for attacking and defending.</li> <li>Perform dances using simple movement patterns.</li> </ul>		



<b>Computing</b>	<p><b>We are astronauts</b></p> <ul style="list-style-type: none"> <li>• have a clear understanding of algorithms as sequences of instructions</li> <li>• convert simple algorithms to programs</li> <li>• predict what a simple program will do</li> <li>• spot and fix (debug) errors in their programs.</li> </ul> <p><b>We are game testers</b></p> <ul style="list-style-type: none"> <li>• describe what happens in computer games</li> <li>• use logical reasoning to make predictions of what a program will do</li> <li>• test these predictions</li> <li>• think critically about computer games and their use</li> <li>• be aware of how to use games safely and in balance with other activities.</li> </ul>	<p><b>We are photographers</b></p> <ul style="list-style-type: none"> <li>• consider the technical and artistic merits of photographs</li> <li>• use a digital camera or camera app</li> <li>• take digital photographs and review and reject or pick the images they take</li> <li>• edit and enhance their photographs</li> <li>• select their best images to include in a shared portfolio.</li> </ul> <p><b>We are researchers</b></p> <ul style="list-style-type: none"> <li>• develop collaboration skills through working as part of a group</li> <li>• develop research skills through searching for information on the internet</li> <li>• improve note-taking skills through the use of mind mapping</li> <li>• develop presentation skills through creating and delivering a short multimedia presentation.</li> </ul>	<p><b>We are detectives</b></p> <ul style="list-style-type: none"> <li>• understand that email can be used to communicate</li> <li>• develop skills in opening, composing and sending emails</li> <li>• gain skills in opening and listening to audio files on the computer</li> <li>• use appropriate language in emails</li> <li>• develop skills in editing and formatting text</li> </ul> <p>be aware of e-safety issues when using email.</p>
<b>ART</b>	<p><b>Still Life</b></p> <ul style="list-style-type: none"> <li>• Shading</li> <li>• Creating texture</li> <li>• Composition</li> </ul>	<p><b>Van Gogh</b></p> <ul style="list-style-type: none"> <li>• Observational drawing</li> <li>• Applying texture – acrylic</li> <li>• Introduction to perspective</li> <li>• Matching colour, line and texture</li> </ul> <p><b>Fire of London</b></p> <ul style="list-style-type: none"> <li>• Silhouettes of buildings</li> <li>• Collage</li> </ul>	<p><b>Seaside</b></p> <ul style="list-style-type: none"> <li>• Pointillism</li> </ul> <p><b>India</b></p> <ul style="list-style-type: none"> <li>• Warli art</li> <li>• printing</li> </ul>

<b>DT</b>	<p style="text-align: center;"><b>Joseph's Coat</b></p> <ul style="list-style-type: none"> <li>• Design, planning, sewing, repeating patterns, evaluating</li> </ul>	<p style="text-align: center;"><b>Bridges</b></p> <ul style="list-style-type: none"> <li>• Measuring, cutting, joining, rolling, folding, layering materials.</li> </ul>	<p style="text-align: center;"><b>Buggies</b></p> <ul style="list-style-type: none"> <li>• Understand wheels and axels, joining, sawing, clamping, using tools safely.</li> </ul>
<b>Music</b>	<p style="text-align: center;"><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Fire of London</li> <li>• London's Burning</li> <li>• Florence Nightingale</li> </ul>	<p style="text-align: center;"><b>Listening and Appraising Identifying instruments and moods</b></p> <ul style="list-style-type: none"> <li>• Musical vocabulary – fast/slow/high/low</li> <li>• Learn about different instruments</li> <li>• Give own opinions about music</li> </ul>	<p style="text-align: center;"><b>Pictures, Poems and Percussion</b></p> <ul style="list-style-type: none"> <li>• Composing music to poetry</li> <li>• Playing instruments</li> </ul>