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| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Learning Behaviours | Diversity | Perseverance | Resilience | Flexibility | Making links and connections | Collaboration |
| English:  Focus Texts  SPAG | ‘Troll Swap’ by Leigh Hodkinson  Link text: ‘Trolls go home’ by Alan Macdonald  Writing focus: Fiction – story with 2 characters | ‘The owl who was afraid of the dark’ by Jill Tomlinson.  Link text: ‘The owl who was afraid of the dark’ chapter book. | ‘Dragon machine’ by Helen Ward.  Link text: ‘The Dragonsitter series’ by Josh Lacey. | ‘Major Glad, Major Dizzy’ by Jan Oke.  Link text: ‘Naughty Amelia Jane’ by Enid Blyton. | ‘The last wolf’ by Mini Grey.  Link text: ‘Fantastic Mr Fox’ by Roald Dahl. | ‘Grandad’s secret giant’ by David Litchfield.  Link text: ‘The BFG’ by Roald Dahl. |
| Maths | Number and place value  + and –  Properties of shape  Mental multiplication and division  Problem solving, reasoning and algebra | Number and place value  Position and direction  Measure  + and –  Mental multiplication and division  Problem solving, reasoning and algebra | Number and place value  Position and direction  Measure  + and –  Mental multiplication and division  Problem solving, reasoning and algebra | Fractions, ratio and proportion  Mental multiplication and division  Measure  Statistics  Number and place value  Problem solving, reasoning and algebra | Fractions, ratio and proportion  Multiplication and division  Measure  Statistics  Number and place value  Problem solving, reasoning and algebra | Fractions, ratio and proportion  Multiplication and division  Measure  Statistics  Number and place value  Problem solving, reasoning and algebra |
| Religious Education | Branch 1: Creation and Covenant | Branch 2: Prophecy and Promise | Branch 3: Galilee to Jerusalem | Branch 4: Desert to garden | Branch 5: To the ends of the Earth | Branch 6: Dialogue and encounter |
| Science | Living things – Healthy animals | Materials matter | Squash, bend, twist, stretch | Ready, steady, grow | Living things and their habitats | Gardens and allotments including food chains |
| History | What does it take to be a great explorer? |  | How do we know so much about where Sappho used to live? |  | Local history – How did WW1 and WW2 affect the lives of people where I live? |  |
| Geography |  | **How does the weather affect our lives? –** continents and oceans, North and South Pole, UK |  | **How does the geography of Kampong Ayer compare with the geography of where I live?** |  | **Why does it matter where my food comes from?** Weather, seasons, lines of latitude and longitude |
| Geography Fieldwork |  | Observations of weather, rain collection |  |  |  |  |
| Design & Technology |  | Fridge Magnets |  | Roly Poly (toys) |  | Toast |
| Art | Drawing to tell a story  Experiment with creating texture to add detail to drawings. |  | Painting mixed media life in colour.  Learning about the work of Romare Bearden and creating textured papers using paint. |  | Sculpture and 3D clay houses.  Experiencing the way clay can be shaped and joined. Learning about the sculpture of Rachel Whiteread and create own clay house tile. | Craft & Design.  Learning three techniques for working creatively with materials and at the end evaluate their design ideas. |
| Computing | Online safety  Creating pictures | Effective searching  Creating pictures | Questioning | Spreadsheets | Coding | Presenting ideas |
| Music | **Animals** West African call and response song | **Traditional Stories**  Orchestral instruments | **Musical Me**  using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody. | **Space**  Dynamics, timbre, tempo and motifs | **On this Island**  British songs and sounds | **Myths and legends**  Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song. |
| RSHE/Equality | **Physical:** Do you belong to a community? E.g. school, Parish, a club etc. What other community do you belong to? How do you belong to these communities?  **Equality -**  To be able to work with everyone in my class -Blown Away- Rob Biddulph | **Social:**  Is belonging to a community important?  What do we receive from the community we belong to? What do we give to the community we belong to?  **Equality**  To understand what “discrimination” means -This our house- Michael Rosen | **Emotional:** How does a community help us to develop our feelings and emotions? Are we always happy in our community? Are we, as a community sometimes sad or upset?  **Equality**  To understand how we share the world – The First Slodge -Jeanne Willis | **Intellectual:**  Could people feel alone even though they belong to a community? What would they miss out on? What are the advantages of being on your own? | **Spiritual:**  If God is called ‘Our Father’ what does that make us?  As children of God how should we treat each other?  **Equality**  To understand what makes someone feel proud The Odd Egg Emily Gravett | **Spiritual:**  If God is called ‘Our Father’ what does that make us?  As children of God how should we treat each other?  **Equality**  To feel proud of being different- Just Because –Rebecca Elliot |
| Physical Education | Field games | Dance | Gymnastics | Hockey | Field games | Athletics |
| Beach School | Woods | | Base-camp | | Beach | |
| Educational Visits & Whole School Events | Visit to woods – Troll spotting |  | TBC |  |  | Visit to the safari park/ Zoo |
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