

Year 2 Overview
2026-2027



	AUTUMN		SPRING		SUMMER	
Theme	Pride (Everyone Belongs) Local		Respect (Everyone matters) National		Empowerment (Everyone can succeed) International	
	Winsford and Hartington The Ship of Dreams		Panic in Pudding Lane! The Great Fire of London The UK		Our Wonderful World Wonderful Women Mary Seacole and Florence Nightingale	
English Writing	Troll Swap Fiction – focus on character Poetry – Monster March Nonsense poem	Grandad’s Camper Diary: recount of events based on the text	Dragon Machine Fiction: story with adventure focus Extension: Instructions	Owl Who was Afraid of the dark Non-chronological report: Fact file about owls based on information from the text	The Last Wolf Letter: letter in role as the character persuading to save the trees	Grandad’s Secret Giant Fiction: story with moral focus Greater Depth Story from the point of view of the giant Poetry – Fox Nature poem
English Shared Reading	The Troll by Julia Donaldson Bog Baby Three Billy Goats Gruff	Bonfire Night – Non-Fiction Lights on Cotton Rock A Christmas Carol	The Baker’s Boy Dragon Sitter	National Geographics : Dragons Owl Babies	Fantastic Mr Fox Little People Big Dreams – Florence Nightingale	The BFG
Maths	Chapter 1: Numbers to 100 Chapter 2: Addition and Subtraction	Chapter 2: Addition and Subtraction Chapter 3: Multiplication of 2, 5 and 10	Chapter 4: Multiplication and Division of 2, 5 and 10 Chapter 5: Length Chapter 6: Mass	Chapter 7: Temperature Chapter 8: Pictograms Chapter 9: More word problems Chapter 10: Money	Chapter 11: 2D Shape Chapter 12: 3D Shape Chapter 13: Fractions	Chapter 13: Fractions Chapter 14: Time Chapter 15: Volume
Science*	Uses of Everyday Materials Key concept/Skill: Uses of Everyday Materials. Know how to: Identify and compare the suitability of a variety of everyday materials. Find out how the shapes of solid objects made from some materials can changed. Key questions: Which materials are used to make common everyday objects? How can the shape of a selected material be changed through twisting, bending, squashing and stretching? What makes materials waterproof or absorbent? Key vocabulary: Materials, suitability, uses, properties, squashing, bending, twisting, stretching, natural, man-made, waterproof, absorbent Links to Prior Learning: Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.		Animals Including Humans Key concept/Skill: Animals including humans Know how to: 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. Key questions: Why do animals produce offspring? What are the basic needs of a human? Why is exercise important? Key vocabulary: Humans, animals, offspring, adults, water, food, air, shelter, oxygen, survival, exercise, food, hygiene. Links to Prior Learning: Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) . Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		Plants Key concept/Skill: Plants Know how to: 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. Key questions: What do plants need to grow and stay healthy? What happens to plants over time? What are the different parts of a plant? Key vocabulary: Plant, water, seeds, bulbs, grow, light, temperature, soil, healthy, observation, environment Links to Prior Learning: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.	Living Things and their Habitats Key concept/Skill: Living things and their habitats Know how to: 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 micro-habitats. 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 foods. Key questions: What are the differences between things that are living, dead and things that have never been alive? How do different habitats provide for the basic needs of different animals? What is a food chain?

					Key vocabulary: Living, dead, habitats, basic needs, survival, animals, plants, micro-habitat, food chain, energy Links to Prior Learning: Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	
History	The Ship of Dreams Key concept: Local / Change Know how to: Enquire and ask valid historical questions. Secure chronological knowledge of key events. Understand the different ways the past can be represented. Key questions: What was the Titanic? Who was onboard the Titanic and why were they there? Could the disaster have been avoided? How did the Titanic disaster impact the future? Key vocabulary: Edwardian, impact, Titanic, class, Liverpool, 1912,	The Great Fire of London Key concept: National / Change Know how to: identify cause and effect / Use different sources to look for evidence and understand why and event was significant, know where people and events fit in a timeline of events. Key questions: Can I understand the timeline of events for the Great Fire of London? Why was the Great Fire of London so disastrous? How did the Great Fire of London change life in London? How do we know about the Great Fire of London? Key vocabulary: City, destroyed, sources, plague, diary	Mary Seacole and Florence Nightingale Key concept: International / VIPs of the Past Know how to: Enquire and ask valid historical questions / Justify the significance of a Historical figure, study the life of a significant figure, develop an awareness of the past Key questions: Who are Mary Seacole and Florence Nightingale? Why are they significant? What effect did they have on hospitals around the world? Key vocabulary: international, century, diversity, war, nurses, hospitals, memorial			
Geography	Our Local Area Key concept: Geographical fieldwork, Human and physical geography Key location: Winsford and Hartington Know how to: Use aerial photographs and plan perspectives to recognise local landmarks and local human and physical features. Use simple compass directions (north, south, east and west). Use locational and directional language (near and far, left and right). Describe the location of features and routes on a map. Key Enquiry Questions: Why is Winsford special? What do aerial maps of Winsford and Hartington tell us about the locations? Why might people visit Winsford and Hartington? Key vocabulary: Town, village, farms, fields, factory, salt mines, river, countryside, shop, compass directions (north, south, east and west)	The Wonderful UK Key concept: Identifying and comparing, Human and Physical Geography, Locational knowledge, Geographical fieldwork Key location: The United Kingdom Know how to: Locate the 4 countries of the United Kingdom. Name, locate and identify the capital cities of the United Kingdom and its surrounding seas. Use simple compass directions (north, south, east and west). Use world maps, atlases and globes to identify the United Kingdom and its countries. Use aerial photographs to recognise and compare landmarks and basic human and physical features. Key Enquiry Questions: What similarities do each of the UK’s capital cities have? What difference do each of the UK’s capital cities have? Key vocabulary: Coast, sea, ocean, river, city, town, village	Our Wonderful World! Key concept: Interpret sources of geographical information, Locational knowledge, Key location: The 7 continents and oceans Know how to: Name and locate the world’s 7 continents and 5 oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Key Enquiry Question What Wonderful places exist in our world? How is each continent unique? Which continent would you like to visit and why? Key vocabulary: Continents (Asia, Africa, North America, South America, Antarctica, Europe and Australasia), oceans (Pacific, Atlantic, Southern, Indian and Arctic), climates			
Art	Drawing (Major Unit) Key concept/Skill: Experimenting with different dry media and exploring to create light and dark tones. Artist: N/A Know how to: Experiment with tones using pencils, chalk, charcoal and graphite.	Printing (Major Unit) Key concept/Skill: Develop the skill of creating a foam print tile and creating repeating patterns.	Painting (Major Unit) Key concept/Skill: Painting with a range of tools to create texture. Artist: Jean Metzinger Know how to: Use a range of tools to create texture with paint.	Collage (Minor Unit) Key concept/Skill: Add texture to collage by using a range of materials and textures. Artist: N/A Know how to: Sort, arrange and layer a variety of materials, thinking about appropriate sizes and shapes to create a picture.	Textiles (Minor Unit) Key concept/Skill: Dyeing textiles to alter its colour, and decorate to add colour and detail. Artist: N/A Know how to: Dye textiles to alter its colour and decorate to add colour and detail.	Sculpture (Minor Unit) Key Concept/Skill: Use rigid and flexible materials to create a 3D sculpture.

	Key questions: How can I create tone with charcoal? How can I use dots, lines of varying thickness to show texture? How can I use drawing tools to create light and dark tones? Key vocabulary: Charcoal, tone, shading, smudging. Cross curricular links: Science – Plants Links to Prior Learning: Y1 – Using a range of tools to draw. *Residential Link	Artist/Designer: William Morris Know how to: Create a foam print tile and use this repeatedly to create a wallpaper print. Key Questions: Who was William Morris and what do I observe about his work? How can I use William Morris' work to inspire my own design? Can I create a block foam tile to create a repeating pattern in the style of William Morris? Key Vocabulary: block foam printing, shapes, repeating pattern. Cross Curricular links: Titanic Links to Prior Learning: Y1 – Block printing with 2D shapes.	Key questions: How can I use a range of tools and experiment with different brushstrokes? What happens when I add black and white to different colours? How can I work in the style of Metzinger? Key vocabulary: Cubism, textures, tools, primary, secondary, tone. Cross curricular links: Geography - UK topic (landscapes). Links to Prior Learning: Y1 – Painting with primary colours and secondary colours in the style of Mondrian.	Key questions: How can I fold, tear and cut paper effectively? How can I add texture using different techniques and materials? How can I layer materials carefully to make a picture? Key vocabulary: cut, tear, place, arrange, layer, gaps, materials Cross curricular links: Great Fire of London history topic Links to Prior Learning: Y1 – Collage underwater scene, layering, sorting and arranging materials.	Key questions: How can I alter a fabric's colour? In what ways can I decorate to add colour and detail? Key vocabulary: dyeing, textiles, fabric, over and under, decorate, detail. Cross curricular links: History of Chester Zoo topic. Links to Prior Learning: Y1- Paper Weaving.	Artist: Alberto Giacometti Know how to: Choose, use and sculpt materials to create a 3D figure inspired by Giacometti. Key Questions: How can I use a variety of natural, recycled and manufactured materials to create 3D shapes? How can I use a variety of techniques (rolling/cutting /pinching)? How can I include a variety of 3D shapes? Who was Giacometti and what do I observe about his work? Key Vocabulary: sculpture, statue, model, 3D, shapes, Alberto Giacometti. Cross Curricular Links: Sculptures at Chatsworth House residential visit Links to Prior learning: Y1 – Alien Sculpture.
D&T	Key concept/Skill: Food and Nutrition: Preparing fruit and vegetables Know how to: Specific Objective: To make a tea party for the Titanic. Key questions: Where does food come from? What different sandwich fillings can you have? How can we safely and hygienically prepare a sandwich? Key vocabulary: design, investigate, make, evaluate, chop, Fruit and vegetable names, Names of equipment, Healthy, Varied Diet, Preparation, Bridge grip, Claw grip, Texture, Taste, Smell		Key concept/Skill: Mechanism: Wheels and Axels Know how to: Specific Objective: To create a moving toy fire engine for children to play with. Key questions: What are the features of a fire engine? How do wheels and axels work? What key elements will be included in your design? Key vocabulary: Vehicle, Axle, Axle holder, Wheel, Circular disc, Movement, Moving, Non-moving, Attach, Fix, Strength, Appearance, Chassis		Key concept/Skill: Structures: Free-Standing structures Know how to: Specific Objective: To create new zoo enclosure at Chester zoo using flexible and rigid materials. Key questions: What parks does Chester Zoo have? What would you include in a new park for Chester Zoo? How can you make structures stronger and more stable? Key vocabulary: Structure, Net, Supporting structure, Axle, Strong, Stiff, Stable, Cylinder, Card, Tape, Pipe cleaner, Glue/stick, Turn, Move	
Computing	<u>Computing systems and networks – IT around us</u> Key concept/Skill: To know what information technology (IT) is. Know how to: Identify examples of IT. Use IT to improve our world and why it is important. Use IT responsibly and safely. Key questions: Can I...? Can I recognise the uses and features of information technology? Can I identify information technology in school? Can I identify information technology beyond school?	<u>Creating media – digital photography.</u> Key concept/Skill: To capture, edit and improve photographs. Know how to: Capture a good photograph. Edit and improve a photograph. Notice if a photograph has been edited. Key questions: Can I...? Can I use a digital device to take a photograph? Can I make choices when taking a photograph? Can I describe what makes a good photograph? Can I decide how photographs can be improved?	<u>Creating media – making music</u> Key concept/Skill: Creating music using a computer. Know how to: Compare creating music digitally and non-digitally. Identify patterns. Purposefully create music. Key questions: Can I...? Can I identify how music makes me feel? Can I identify that there are patterns in music? Can I describe how music can be used in different ways? Can I show how music is made from a series of notes?	<u>Data and information - Pictograms</u> Key concept/Skill: Data collection Know how to: Organise data. Present data on pictograms and block diagrams. Answer questions from their collected data. Key questions: Can I...? Can I recognise that we can count and compare objects using tally charts? Can I recognise that objects can be represented as pictures? Can I create a pictogram? Can I select objects by attribute and make comparisons?	<u>Programming A – Robot algorithms</u> Key concept/Skill: Algorithms Know how to: Use logical reasoning to predict outcomes. Investigate how the order affects the outcome, Design in programming. Design algorithms. Test algorithms and debug them. Key questions: Can I...? Can I describe a series of instructions as a sequence? Can I explain what happens when we change the order of instructions?	<u>Programming B – An introduction to quizzes</u> Key concept/Skill: Programming Know how to: Sequence commands. Make predictions. Modify designs to create their own quizzes. Evaluate their work and make improvements. Key questions: Can I...? Can I explain that a sequence of commands has a start? Can I explain that a sequence of commands has an outcome? Can I create a program using a given design? Can I change a given design?

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	Can I explain how information technology helps us? Can I explain how to use information technology safely? Can I recognise that choices are made when using information technology? Key vocabulary: Information technology, computer, devices, benefits, safely, responsibly Cross curricular links: PSHE: I can identify rules that help keep us safe and healthy in and beyond the home when using technology. Links to Prior Learning: This unit also builds on the learners' understanding of using technology safely and responsibly.	Can I use tools to change an image? Can I recognise that photos can be changed? Key vocabulary: Photographs, capture, edit, landscape, portrait, tools, improve Cross curricular links: Art and design: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space Links to Prior Learning: This unit begins the learners' understanding of how photos are captured and can be manipulated for different purposes.	Can I create music for a purpose? Can I review and refine my music creation? Key vocabulary: Patterns, music, notes, digitally, sequence, pitch duration, rhythm Cross curricular links: Music: 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 Links to Prior Learning: Learners should have experience of making choices on a tablet/computer, and they should be able to navigate within an application. Learners should also have some experience of patterns.	Can I recognise that people can be described by attributes? Can I present information using a computer? Key vocabulary: Compare, tally charts, represented, pictograms, attribute, comparison Cross curricular links: Maths: Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data. Links to Prior Learning: It builds on the Year 1 Data and Information unit where learners labelled objects and grouped them based on different properties.	Can I use logical reasoning to predict the outcome of a program? Can I explain that programming projects can have code and artwork? Can I design an algorithm? Can I create and debug a program that I have written? Key vocabulary: Algorithm, instructions, sequence, order, outcome, programming, debug Cross curricular links: Links to Prior Learning: Learners should have had some experience of creating short programs using floor robots and predicting the outcome of a simple program.	Can I create a program using my own design? Can I decide how my project can be improved? Key vocabulary: Sequence, commands, outcome, program, features, debug, algorithm Cross curricular links: Links to Prior Learning: Year 1 ScratchJr unit 'Programming B – Programming animations'.
Music	<u>Hands, Feet, Heart</u> Key concepts and skills: Afropop, South African Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to:-Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm patterns. Clap rhythm patters of names. Create own rhythm patterns. Play tuned percussion along with the music. Improvise – creating own rhythm patterns and melodies using notes C and D. Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E. Learn the lyrics and melody to the song 'Hands, feet, heart'. Perform by sing the song in unison 'Hands, feet, heart'. Key questions: How can we explain how the melodies of songs differ? What musical knowledge will you need to compose a simple melody using tuned percussion? What is the pulse or steady beat in music? Key vocabulary: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse,	<u>HO, HO, HO</u> Key Concepts and Skills: To learn how to rap as a style of singing. Develop knowledge of rhythm patterns. To begin to improvise using overall ideas and themes and own ideas. . Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to:- To find the pulse/steady beat and maintain it with a piece of music. Recognise and identify instruments and voices you can hear. Listen to and repeat rhythm patterns. Clap rhythm patters of names. Create own rhythm patterns. To recognise changes in pitch, high and low sounds. Play tuned percussion along with the music. (G,A,B) Sing in unison – learning the words to the rap. Improvise with words during the rap song, Perform and share a class performance of the rap 'Ho Ho Ho'. Key questions: How can we change or improve a rap song through improvising and using our own ideas? Can I find the pulse in music? How can our voices be used in different ways? (speaking, singing, chanting)	<u>I Wanna Play in a Band</u> Key Concepts and Skills: Identifying rock as a style of music. Develop ability to play a variety of percussion instruments. To listen to others playing as you play. Playing together in a band Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to:- Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm patterns. Clap rhythm patterns of names. Create own rhythm patterns. Play tuned percussion along with the music. F,D,C. Improvise – creating own rhythm patterns and melodies using notes F,G. Compose a simple melody using simple rhythms, choosing from the notes F,G/ F,G,A. Perform the songs and include your own compositions and improvisations. Key questions: What instruments can you identify and name from the sounds they make? What symbols and musical notes are used in music to represent sounds? How can we explain how sounds are organised within a piece of music.	<u>Zootime</u> Key Concepts and Skills: Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to:- To find the pulse/steady beat and maintain it with a piece of music. Recognise and identify instruments and voices you can hear. Listen to and repeat rhythm patterns. Clap rhythm patters of names. Create own rhythm patterns. To recognise changes in pitch, high and low sounds. Play tuned percussion along with the music. Improvise – creating own rhythm patterns and melodies using notes C and D. Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E. Perform the songs and include your own compositions and improvisations. To recognise changes in pitch. Learn the lyrics and melody to 'The friendship Song'. To perform the song in unison as a class. Key questions: How do we begin to use our own musical ideas to compose a simple piece of music? How can we talk about changes in the pace music is played? How can we explore the changes in dynamics in music?	<u>Friendship song</u> Key Concepts and Skills: Recognise Pop music as a style of music. Develop knowledge of rhythm patterns and be able to repeat them with accuracy. To sing as a choir and individually, Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to: - To find the pulse/steady beat and maintain it with a piece of music. Recognise and identify instruments and voices you can hear. Listen to and repeat rhythm patterns. Clap rhythm patters of names. Create own rhythm patterns. Play tuned percussion along with the music using either 2 or 3 notes. Improvise – creating own rhythm patterns and melodies using notes C and D. Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E. Key questions: How can we make simple changes to rhythm patterns through improvising with our own ideas? What skills do we need to have to perform a song well as a group? How can we compose a simple melody using tuned percussion? Key vocabulary: Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch,	<u>Reflect, Rewind and Replay</u> Key Concepts/Skills Classical. Explore and learn about the history of music. Look back and consolidate learning. Learning some of the language of music. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to: - Listen and Appraise Classical music Sing some of the lyrics and melodies. Play instruments within the song Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm patterns. Improvisation using voices and instruments Compose simple rhythm patterns and melodies using the music as a stimuli. Share and perform the learning that has taken place Explain my thoughts and musical ideas using musical language. Key questions: How can you explain how a song is formed?

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	rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo Cross curricular links: History: Nelson Mandela as a famous and influential person in our lifetimes.		In a piece of music what changes in pitch can you hear and identify? Key vocabulary: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo Cross curricular links: Christmas. Literacy - Christmas vocabulary.		Key vocabulary: Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo Cross curricular links: Teamwork, working together.		Key vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo Cross curricular links: PSHE – theme: Friendship.		improvise, compose, perform, audience, melody, dynamics, tempo. Cross curricular links: English: Speaking and listening.		How can you recognise a starting point in music when performing in a group? What do the musical terms tempo and dynamics mean? Key vocabulary: Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo Cross curricular links: English: Speaking and listening.	
RE	Key Concept/ Skill: Judaism- What do Jews believe about God? Know how to: To understand where Jews get their ideas about God from. Key questions: 1. Why is the Torah important for Jews? 2. What do Jews believe about God? 3. Who was Joseph? 4. How did Miriam show courage and truthfulness, and choose between right and wrong? 5. Which rules are important for Jews? 6. What do Jews believe about a creator God? Key Vocabulary: Torah, Yad, Joseph, Miriam, Moses, Commandments, Courage, Slavery, Respect, Holy, Special. Cross-Curricular Links: PSHE Links to Prior Learning: Y1- Christianity - How was the World made and how should we look after it?		Key Concept/ Skill: Judaism- How do Jews show faith through practices and celebrations? Know how to: To understand how Jewish people use celebrations and rituals to feel closer to God. Key questions: 1. How do Jews remember Shabbat? 2. What is the symbolism of the Shabbat meal? 3. What does “God is One” mean? 4. How did Esther show honesty and bravery, and how is this remembered at Purim? 5. How do Jewish families and their communities celebrate Hanukkah? 6. Who are the Jewish Matriarchs and Patriarchs? Key Vocabulary: Shabbat, Mezuzah, Shema, Purim, Hanukkah, Esther, Bravery, Honesty, Respect, Holy, Special. Cross-Curricular Links: PSHE Links to Prior Learning: Y2- Judaism- What do Jews believe about God?		Key Concept/ Skill: Christianity- Why is the Bible a Special Book for Christians? Know how to: To understand that the Bible provides many answers and much guidance for how Christians should live their lives. Key questions: 1. What makes a book special? 2. What sorts of different books are in the Bible? 3. What words of wisdom are in the Bible? 4. What could the story of 'David and Goliath' teach a Christian? 5. How might the story of 'The Stilling of the Storm' help Christians? 6. What prayers are in the Bible, and why do Christians pray? Key Vocabulary: Sacred text, Special Bible, Testament, Gospel, Wisdom, Guidance, Belief, Courage, Faith, Lord's Prayer Cross-Curricular Links: PSHE Links to Prior Learning: Y1- Christianity- What does it mean to belong?		Key Concept/ Skill: Christianity- Who was Jesus and why is he important to Christians? Know how to: To understand that Jesus is a key figure in the Christian faith. Key questions: 1. Who were the disciples? 2. Why was Jesus a teacher and leader? 3. Why do Christians believe that Jesus was a healer? 4. Why was Jesus' death part of a bigger plan for Christians? 5. What is the resurrection? 6. Why do Christians follow Jesus? Key Vocabulary: Disciples, Christians, Miracle Healing/ healer, Resurrection, Parable, Crucifixion, Pilgrimage, testament Cross-Curricular Links: PSHE Links to Prior Learning: Y1- Christianity- What does it mean to belong? Y2- Christianity- Why is the Bible a Special Book for Christians? Y2- Christianity- Who was Jesus and why is he important to Christians?		Key Concept/ Skill: Christianity- Why did Jesus teach people through stories? Know how to: To understand that stories have been used to explain how Christians should live according to God. Key questions: 1. What do the Parables of 'The Lost Sheep' and 'The Prodigal Son' teach Christians about God? 2. What is the message from Jesus in the Parable of the Sower? 3. What do Christians mean when they talk about building good foundations in the Parable of the Two Builders? 5. What does it mean to love your neighbour? How does the Parable of the Good Samaritan teach Christian love? Key Vocabulary: Jesus the shepherd, Parable, Preparation, Foundations, influences, Prodigal, Good Samaritan Cross-Curricular Links: PSHE, English Links to Prior Learning: Y1- Christianity- What does it mean to belong? Y2- Christianity- Why is the Bible a Special Book for Christians?		Key Concept/ Skill: Humanism-What is Humanism? Know how to: To understand that a person can have beliefs that are not linked to a key person/ God/s. Key questions: 1. What is a Humanist? 2. What does a Humanist believe makes us special? 3. How we can be happy from a Humanist point of view? 4. How do Humanists celebrate key life events, such as birth? 5. How might a Humanist celebrate a marriage? 6. What is the importance of 'The Golden Rule' and how does it help guide Humanists to be good to each other? Key Vocabulary: Unique, Valuable, Belief, Empathise, Reason, The Happy Human, Celebrating, Landmark events, Naming ceremony, Family, Friendship, The Golden Rule Cross-Curricular Links: PSHE Links to Prior Learning: All previous RE units, PSHE –differences, tolerance of other beliefs	
PE	Gymnastics Key concept/Skill: To perform different shapes with their body. To balance and travel in different	Movement Key concept/Skill: Running in a straight line – looking forward – using arms to propel forwards Jumping	Dance Key concept/Skill: To develop sequencing of movements and patterns to fit a piece of music.	Attacking and defending/ Games Key concept/Skill: to participate in team games focusing on	Gymnastics Key concept/Skill: To perform different shapes with their body. To balance and travel in different	Bat/ ball skills Games Key concept/Skill: to participate in team games focusing on ball and bat control	Jumping Key concept/Skill: To perform different types of jumps. To perform 1 foot and 2 feet jumps. To jump	Team games football Key concept/Skill: to participate in team games focusing on attacking and	Indoor Athletics Key concept/Skill: Develop skills to apply in different situations for running, skipping, jumping and throwing	Indoor Athletics Key concept/Skill: Develop skills to apply in different situations for running, skipping, jumping and throwing	Outdoor adventure Key concept/Skill: To follow directions and explore new environments through orienteering. To understand how their	

	ways along different surfaces/ heights. To explore rolls, climbing and jumps from different heights. Know how to: To create different shapes with their bodies. Perform rolls safely. To travel in different ways (heights/ apparatus) To travel, balance and jump on apparatus safely. Key questions: Can I create different shapes with my body? Can I travel in different ways around a space? Can I travel safely along different apparatus? Can I copy a sequence? Key vocabulary: tuck, roll, stretch, bend, low, high, balance, Cross curricular links:	both 1 foot and 2 footed, bending knees to land safely on feet. To throw under and over arm to a target at varying distances using a range of objects (bean bags, balls, javelin). To be able to catch an object (beanbag, ball). Know how to: perform different movements including running, jumping, throwing and catching. Key questions: Can I run in a straight line? Can I look where I am going whilst running? Can I perform a 2 footed jump? Can I perform a standing long jump? Can I perform a triple jump? Can I throw an object into a target area? Can I catch a ball which is being thrown to me? Key vocabulary: speed, forwards, stretch, open hands, distance, target, reach, land Cross curricular links: Maths – teach active lessons incorporate movement. Science – understanding of health and how the body works. PSHE – understanding how our brain controls our body and how exercise makes us feel.	Know how to: Perform different sequences of movements and patterns to a piece of music thinking about timing, speed, height and paired work. Key questions: Can I travel around the hall using different movements? Can I create different shapes with my body? Can I sequence movements together to create a routine? Can I perform a dance routine to music? Can I give feedback t my peers about their routine? Key vocabulary: speed, height, freeze frame, mirroring Cross curricular links: Music – tempo, speed.	attacking and defending skills. Know how to: work as a team player in games. To use skills to attack in a team game. To use skills to defend in a team game. Key questions: Can I participate in team games? Can I perform skills to attack in a team game? Can I perform skills to defend in a team game? Key vocabulary: attack, defend, forwards, block, tackle, Cross curricular links: PSHE – working together.	ways along different surfaces/ heights. To explore rolls, climbing and jumps from different heights. Know how to: To create different shapes with their bodies. Perform rolls safely. To travel in different ways (heights/ apparatus) To travel, balance and jump on apparatus safely. Key questions: Can I create different shapes with my body? Can I travel in different ways around a space? Can I travel safely along different apparatus? Can I copy a sequence? Key vocabulary: tuck, roll, stretch, bend, low, high, balance, Cross curricular links:	Know how to: hold a bat correctly to hit a ball. To know how to throw a ball under arm. To catch a ball travelling towards us. Key questions: Can I control a ball? Can I hit a ball using a bat? Can I throw a ball under arm? Can I take part in a bat and ball team game? Key vocabulary: throw, hit, strike, underarm, catch, control Cross curricular links: PSHE – working together.	from different heights. To land a jump safely. Know how to: To perform 1 foot and 2 feet jumps. To perform different jumps including straight, star, tuck, triple. To land a jump safely. To jump from apparatus at different heights. Key questions: Can I complete a straight jump? Can I complete a tuck jump? Can I complete a long jump? Can I complete a triple jump? Can I perform a sequence of jumps? Can I complete jumps from different heights and apparatus? Key vocabulary: tuck, straight, triple jump, land, bend, hop, skip, Cross curricular links: maths – measuring the length of jumps	defending skills. To control a ball through passing and catching. Know how to: work as a team player in games. To use skills to attack in a team game. To use skills to defend in a team game. Key questions: Can I participate in team games? Can I perform skills to attack in a team game? Can I perform skills to defend in a team game? Key vocabulary: attack, defend, forwards, block, tackle, catch, grip, pivot, pass Cross curricular links: PSHE – working together. Links to Prior Learning: Yr 1 Participate in team games, developing simple tactics for attacking and defending	Know how to: Run in a straight line. To perform skipping whilst travelling forwards. To perform balances without aid. Key questions: Can I run in a straight line? Can I skip whilst moving forwards? Can I balance without aids? Can I jump over objects? Key vocabulary: forwards, move, high knees, jump, Cross curricular links:	Know how to: Run in a straight line. To perform skipping whilst travelling forwards. To perform balances without aid. Key questions: Can I run in a straight line? Can I skip whilst moving forwards? Can I balance without aids? Can I jump over objects? Key vocabulary: forwards, move, high knees, jump, Cross curricular links:	body feels before, during and after exercise. Know how to: To be able to follow directions given by others and in written form to find their way around a new environment. Key questions: Can I follow directions given by others? Can I give directions to others? Can I describe what happens to my body before I do exercise? Can I describe what happens to my body during exercise? Can I describe what happens to my body after exercise? Key vocabulary: heart rate, pulse, beat, energy, left, right, forwards, backwards, north, south, west, east Cross curricular links: Geography – exploring maps Links to Prior Learning: Yr 1 To move in a range of directions, explore new environments
PSH E	Key concept/Skill: Mental health and wellbeing. Keeping safe online. Key discussions: - I can recognise and describe different feelings and understand that some feelings can be strong than others. - I can use simple strategies to help me manage my emotions and feelings. - I can understand that change and loss are part of life and know who can help me when I need support. - I can explain how to stay safe when using the internet and digital devices. - I can identify personal information and understand why it should be kept private online. - I can make safe and responsible choices about what I watch, play, share, and do online. Key questions: What are different feelings, and how can they change in intensity? What strategies can help us manage strong emotions and feelings? Key vocabulary: Feelings, emotions, change, online safety, privacy				Key concept/Skill: Me, my body and staying safe. Money and work. Key discussions: - I can understand how my body changes as I grow older. - I can identify private parts of my body and explain why they should be kept private. - I can use the PANTS rules to help keep myself safe. - I can recognise my strengths, talents, and interests. - I can understand that people have different jobs and use different skills at work. - I can explain the difference between needs and wants when making choices about money. Key questions: How can I keep my body safe as I grow and change? How do people use their skills and interests in different jobs? How can I make sensible choices about money and spending? Key vocabulary: Growth, privacy, safety, jobs, money			Key concept/Skill: Keeping safe outside of the home. Looking back and moving on. Key discussions: - I can follow road and rail safety rules to help keep myself safe outside the home. - I can explain what an emergency is and recognise when I need help. - I can identify trusted adults and know how they can help in an emergency. - I can describe how and when to call 999 in an emergency. - I can reflect on and celebrate my achievements and successes. - I can use the skills I have learned to help me prepare for Key Stage 2. Key questions: How can I stay safe when I am outside the home? What should I do if there is an emergency? How can I use what I have learned to help me move on to Key Stage 2? Key vocabulary: Safety, emergency, 999, achievements, transition			

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	Cross curricular links: No Outsiders: Feelings, communication Links to Prior Learning: Year 1 Autumn: Understanding and Managing Our Emotions and Making Friends: Playing and Learning Together. Children learned to recognise and manage feelings, understand rules, care for others, work cooperatively and build positive friendships.	Cross curricular links: No Outsiders: Friendship, solving problems. Links to Prior Learning: Year 1 Spring: Celebrating Me, You and Our Families and Safety at Home. Children learned about families, caring relationships, kindness, respect and making safe choices to keep themselves safe at home.	Cross curricular links: No Outsiders: Changes, moving forward. Links to Prior Learning: Year 1 Summer: Being Healthy and Showing Kindness to Ourselves and Others. Children learned about healthy lifestyles, hygiene, exercise, recognising feelings and showing care and kindness towards others.
Raising aspirations	<u>Careers link</u> Working in the local community	<u>Careers link</u> Fire Fighters	<u>Careers link</u> Zoo Keepers
WOW outcome	Hartington Residential	Vehicles/DT project	Visit to Chester Zoo