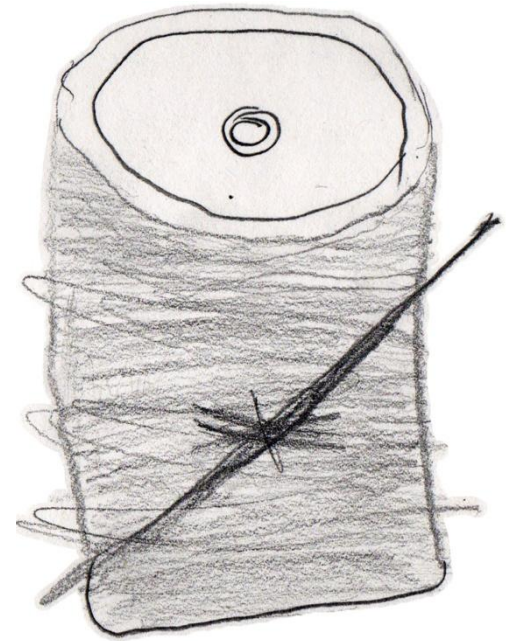
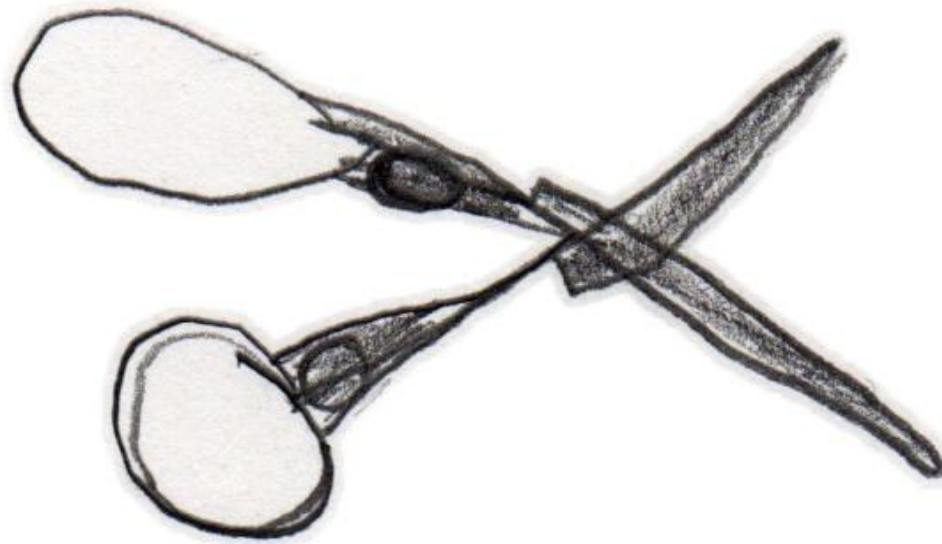


Sherwood Primary School

YEAR 2 CURRICULUM



Inspire • Explore • Achieve

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Curriculum Vision

We aim to provide a creative, vocabulary rich curriculum that inspires and challenges our children, in preparation for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our children will have the opportunity to read widely, explore, ask questions and become knowledgeable, independent learners. Our Curriculum will prepare our children for life-long learning.

Inspire • Explore • Achieve

Year 2 Long Term Map

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GLP Themes	Human Rights • Diversity • Interdependence					
English	Narrative Non Chronological reports	Traditional Tales Poetry Recount – Letters	Explanation Narrative	Familiar Settings Riddles	Stories by the same author Persuasion	Animal adventure stories Instructions
Class Texts	Mud Puddle Farm	Cinder-boy	Chilly Billy	Wind in the Willows	Paddington	Sandhorse
Maths	Please see the Lancashire Mathematics Planning Overview					
Computing	Managing Online Information/Copyright and Ownership					
	We are astronauts	We are detectives	We are researchers (Brazil)	We are games testers	We are zoologists	We are Musicians
Science	Living Things and their Habitats	Use of everyday materials	Plants	Plants	Living Things and their Habitats	Animals, including Humans (label parts of the body)
	Non-negotiables: Identify and name a variety of common British Flora and Fauna (Invertebrates)					
Physical Education	Gymnastics Activities 1	Piggy in the Middle	Dance Moving Along	Dance- Wind in the Willows	OAA The Great Outdoors	FMS end of KS1 Assessment
	FMS- Bouncing a Ball	Gymnastics Activities 2	Net and Wall Games	FMS - Playground Games	Games- Striking and Fielding	Athletics
Art and Design	Painting	Drawing	Collage	3D	Textiles	Printing
Religious Education	Christianity (God)	Christianity (Jesus)	Hindu Dharma	Islam	Christianity (Church)	Judaism
Humanities	Significant places in our locality	The History of Sherwood	Small area of the UK – Beacon Fell	Significant people – Rosa Parks GLP Theme: Rosa Parks – a true story	Small area in a contrasting non- European country focus on Brazil	Events beyond living memory or places in their locality - the seaside then and now
DT	Materials/Textiles- Puppet making		Mechanisms –Wheels and axles		Food: Balanced Diet Wrap	
Music	Hands, Feet, Heart		I Wanna Play in a Band		Friendship	
Digital Literacy		Privacy and Security	Online Relationships	Self Image and Identity		Online Bullying
PSHE	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What can help us grow and stay healthy?	How do we recognise our feelings?

Reading in Year 2

We are committed to being a reading school and seeking out every opportunity to improve standards in reading within our school. We encourage reading for pleasure and enable children to read in depth in a wide range of subjects, deepening their knowledge and understanding across the curriculum. We work with other schools, our local library and other partners to promote reading as a life-long skill.

Pupils in Year 2 will have the opportunity to read a wide range of texts in small groups and independently. Pupils will also read and study the following books as a whole class:

- Chilly Billy
- Cinder-boy
- Paddington
- The Way Home for Wolf
- Wind in the Willows
- The Sand Horse
- Rosa Parks – A true Story
- First Big Book of Bugs (Nat Geog)
- Living in Brazil
- Seaside Holidays Then and Now



Year 2 Writing Map

	Outcome	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	1	Animal Adventure story: The Way Home for Wolf	Traditional Tales based on Cinderboy (Introduction problem, ending)	Stories by the same author based on: Chilly Billy (solution to a problem)	Wind in the Willows additional chapter	Paddington Bear- Animal Adventure story.	The Sand Horse – a written narrative based on a picture book with a seaside setting
	2	Another animal adventure story with a different animal	Cinderboy-introduce Cindergran and provide problem	Write own Chilly Billy story- short story with a problem and solution	Wind in the Willows another additional chapter	Writing a new adventure Paddington goes to Brazil	The Sand Horse – a written narrative based on a picture book with a different setting
Poetry	1	Remembrance Poems		Classic Poems – poem based on the Owl and the Pussycat			Riddles about Sea Creatures
	2		Poems on fireworks	Write our own ending to the poem.			Riddles about Minibeasts
Non-fiction	1	Non-chronological report about wolves	Instructions on how to make a Christmas decoration	Non-chronological report about Beacon Fell	Rosa Parks- Letters about injustice	Persuasive text – Visit Brazil poster	Explanation text on the development of Blackpool
	2	Non-chronological report on another animal (linked to adventure story)	Instructions on how to make Christmas cards	Non-chronological report about Sherwood	Letters to Mrs Lumb about injustice in school	Persuasive text – Visit Beacon Fell	Explanation text about Life Cycles
Cross-curricular	3	Report about Habitats of bugs for new chapter – Big Book of Bugs.	Recount of trip of our Local Walk – for school website	Instructions – how to plant a seed – for Year 3 children	Profile of Rosa Parks life – Who is...? book	Letter to relative asking them to come to Brazil	Persuasive text – Visit Blackpool for Blackpool Tourism Board

Outdoor Learning, Educational Visits and Visitors

Year 2	Autumn	Spring	Summer
Outdoor Learning	Local Area Walk		
Educational Visits		Beacon Fell Geography Fieldwork Place of Worship – Mosque	Blackpool
Visitor	Bird of Prey Visitor		Judaism Visitor booked through Building Bridges SLA

Year 2 Beacon Fell Educational Visit

Play/Exploring	Shelter Building	Navigation including geographical skills
<ul style="list-style-type: none"> • Introduction to rules and boundaries • Promotion of free exploration • Promotion of independent learning opportunities/skills. • Appreciation of the Outdoor learning environment. • Carry sticks safely. • Work in a team to co-operate and communicate clearly. 	<ul style="list-style-type: none"> • Children are supported in the construction of tripod structure shelters. • A lean-to shelter is constructed using materials and with support. • Continue to make these shelters with limited support or independently. • Use of the simple knots taught to maintain any shelters produced. 	<ul style="list-style-type: none"> • Discuss the importance and use and follow the boundaries set out during sessions. • Use single compass directions of North, South, East and West. • Devise a simple map of the forest school area in a number of different media using simple symbols to annotate specific areas. • Use directional language and be confident in its use.
Children in Year 2 will be taught to identify and name a variety of common British Flora and Fauna. A number of common British Invertebrates.		

Global Learning Themes

Year Group	1	2	3	4	5	6
Global Learning Themes	Interdependence Conflict Resolution	Human Rights Diversity Interdependence	Social Justice Sustainability	Diversity Asylum Seekers Conflict/Bullying	Social Justice Human Rights Sustainability	Human Rights Sustainability Conflict

Year 2	Knowledge and Understanding	Values and Attitudes
Human Rights	<ul style="list-style-type: none"> ▪ Rights in class and school ▪ The need to respect the rights of others ▪ Some ways of avoiding, managing and resolving conflict. 	<ul style="list-style-type: none"> ▪ Respect for others people's feelings and ideas. ▪ Respect for the rights of others. ▪ Belief that everyone has equal rights.
Diversity	<ul style="list-style-type: none"> ▪ Similarities and differences between people in local setting and the wider contexts. ▪ What contributes to self-identity. 	<ul style="list-style-type: none"> ▪ Valuing others as equal and different. ▪ Willingness to listen respectfully to the ideas and views of others even when one disagrees. ▪ Willingness to learn from the experiences of others.
Interdependence	<ul style="list-style-type: none"> ▪ How are our lives impacted by others (locally and globally)? 	<ul style="list-style-type: none"> ▪ Belief that individuals and groups can make a difference to our own lives and we can impact on others.

Geography in Year 2

Year – 1 The Great Outdoors of the school - Fieldwork and mapping of school	Year 2 Significant Places - Sherwood school Locality	Year 3 - Locality of Preston and the Docks area study
<ul style="list-style-type: none"> To recognise similarities and differences of geographical features in my own immediate environment within the school grounds. To talk about people and places within my immediate environment within the school grounds. 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop To name and locate features within our school grounds e.g. the field, BASE, Foundation, Office, classrooms. 	<ul style="list-style-type: none"> To recognise similarities and differences of geographical features in my own immediate environment with Sherwood locality. To talk about people and places within my immediate environment within Sherwood locality. Name and locate features within Sherwood locality. To identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Discuss changes in weather over the year. 	<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom that are close in locality to Preston. To name and locate the docks and features in the immediate locality. Describe and understand key aspects of: human geography, including: types of settlement and land use, business and economic activity/tourism and how these have changed over time. To describe how and why the course of the River Ribble was changed to enable the docks to be built. To share opinions about and views about the docks area and its uses, past and present.
Geographical enquiry		Geographical Skills
<ul style="list-style-type: none"> Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Investigate through observation and description Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (train station, canal etc.) Do simple searches within specific geographic software. Use a postcode to find a place on a digital map. Add simple labels to a digital map. Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. Describe and label electronic images produced. 		<ul style="list-style-type: none"> Use vocabulary such as bigger/smaller, near/far. Know that maps give information about places in the world (where/what?). Use large scale maps and aerial photos of the school and local area. Recognise simple features on maps e.g. buildings, roads and fields. Recognise landmarks and basic human features on aerial photos. Draw a simple map e.g. of a garden, route map, place in a story. Use and construct basic symbols in a map key, know that symbols mean something on maps, find a given OS symbol on a map with support and begin to realise why maps need a key. Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features

Year 2 Geography

Year 1 - United Kingdom – Countries and Capitals	Year 2 Small Area of the UK – Beacon Fell	Year 3 - Regional Study of Ribchester
<ul style="list-style-type: none"> To name and locate the four countries making up the British Isles. To name and locate the four capital cities of the British Isles. To know the difference between United Kingdom and the British Isles. To identify some characteristics of the 4 countries of the UK. To name the surrounding seas of the United Kingdom. To talk about the main features of each of the four countries that make up the United Kingdom. To talk about people and places beyond my local environment. To talk about people and places within my local environment. Identify seasonal and daily weather patterns in the UK. 	<ul style="list-style-type: none"> To locate a small area of the United Kingdom – Beacon Fell. To compare and contrast Beacon Fell with the locality of Sherwood. To identify geographical features of Beacon Fell. To know how the land use is different at Beacon Fell compared to urban locality of Sherwood. 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. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> Name and locate some counties and cities of the United Kingdom are close in locality of the Ribchester. To identify key features and landmarks of Ribchester. To compare and contrast Ribchester with the urban settlement of Preston. To share my own views and opinions of the area. Describe and understand key aspects of: human geography, including: types of settlement and land use, business and economic activity/tourism and how this has changed over time.
Geographical enquiry		Geographical Skills
<ul style="list-style-type: none"> Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' Investigate through observation and description. Use basic geographical vocabulary from the unit as well as to describe specific local geographical features (train station, canal etc.) Use simple electronic globes/maps. Do simple searches within specific geographic software. Use a postcode to find a place on a digital map. Add simple labels to a digital map. Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. 		<ul style="list-style-type: none"> Draw a simple map e.g. of a garden, route map, place in a story. Use and construct basic symbols in a map key. Know that symbols mean something on maps. Find a given OS symbol on a map with support Begin to realise why maps need a key. Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. Use simple compass directions (NSEW). Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.

Year 2 Geography

Year 1 - Hot and Cold Places - Continents and Oceans	Year 2 Contrasting Non-European Country - Brazil	Year 5 - The Amazon Rainforest, rainforest biomes.
<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Identify seasonal weather patterns in the UK including Autumn, Spring, Summer, Winter. Identify daily weather patterns in the UK, describing what the weather is like currently. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 	<ul style="list-style-type: none"> To locate Brazil and identify some countries in the direct locality. To locate Rio De Janerio, Sau Paulo, Amazon Rainforest in Brazil. To identify and compare seasonal weather patterns in the UK and Brazil in relation to the equator. To talk about people and places and their similarities and differences beyond my local environment and compare to my local environment. 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. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts of The Amazon Basin. To understand and describe the sustainability of the Amazon – what impact is action today going to have in the future? What are my views on this? To name and locate the countries of North and South America. To identify and describe the layers of the rainforest including key vocabulary: emergent, canopy, understorey, forest floor. To identify and track the Amazon river, describing geographical factors.
Geographical enquiry		Geographical Skills
<ul style="list-style-type: none"> Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' Investigate through observation and description. Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Use simple electronic globes/maps. Do simple searches within specific geographic software. Use a postcode to find a place on a digital map. Add simple labels to a digital map. Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. 		<ul style="list-style-type: none"> Use a range of maps and globes (including picture maps) at different scales. Locate land and sea on maps. Recognise simple features on maps e.g. buildings, roads and fields. Recognise landmarks and basic human features on aerial photos. Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.

Science in Year 2

Year 2 Science Knowledge

Key Question: Which minibeasts and microhabitats are found around Sherwood School?

Prior Learning	Year 2 Living Things and their Habitats	Future Learning
<ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants) Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans) Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans. Observe changes across the four seasons. (Y1 - Seasonal changes) 	<ul style="list-style-type: none"> All objects are either living, dead or have never been alive. Living things are plants (including seeds) and animals. Dead things include dead animals and plants and parts of plants and animals that are no longer attached e.g. leaves and twigs, shells, fur, hair and feathers (This is a simplification, but appropriate for Year 2 children.) An object made of wood is classed as dead. Objects made of rock, metal and plastic have never been alive (again ignoring that plastics are made of fossil fuels). Animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food. Plants have suitable features that help them to grow well. The habitat provides the basic needs of the animals and plants – shelter, food and water. Within a habitat there are different micro-habitats e.g. in a woodland – in the leaf litter, on the bark of trees, on the leaves. These micro-habitats have different conditions e.g. light or dark, damp or dry. These conditions affect which plants and animals live there. The plants and animals in a habitat depend on each other for food and shelter etc. The way that animals obtain their food from plants and other animals can be shown in a food chain. 	<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. (Y4 -Living things and their habitats) Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 – Living things and their habitats) Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats) Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans)

Year 2 Science Knowledge

Key Question: Which object is best for Mrs Pike to use to clean up spillages?

Prior Learning	Year 2 Uses of Everyday Materials	Future Learning
<ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. (Y1 Everyday materials) Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials) Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials) Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials) 	<ul style="list-style-type: none"> All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task. For example, a water bottle is made of plastic because it is transparent allowing you to see the drink inside and waterproof so that it holds the water. When choosing what to make an object from, the properties needed are compared with the properties of the possible materials, identified through simple tests and classifying activities. A material can be suitable for different purposes and an object can be made of different materials. Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. For example, clay can be shaped by squashing, stretching, rolling, pressing etc. This can be a property of the material or depend on how the material has been processed e.g. thickness. 	<ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Y3 - Rocks) Notice that some forces need contact between two objects, but magnetic forces can act at a distance. (Y3 - Forces and magnets) Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. (Y5 - Properties and changes of materials) Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. (Y5 - Properties and changes of materials)

Year 2 Science Knowledge

Key Question: Do all plants need the same conditions to grow?

Prior Learning	Year 2 Plants	Future Learning
<ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants) Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants) 	<ul style="list-style-type: none"> Plants may grow from either seeds or bulbs. These then germinate and grow into seedlings which then continue to grow into mature plants. These mature plants may have flowers which then develop into seeds, berries, fruits etc. Seeds and bulbs need to be planted outside at particular times of year and they will germinate and grow at different rates. Some plants are better suited to growing in full sun and some grow better in partial or full shade. Plants also need different amounts of water and space to grow well and stay healthy. 	<ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. (Y3 - Plants) Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. (Y3 - Plants) Investigate the way in which water is transported within plants. (Y3 - Plants) Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)

Science in Year 2

Year 2 Science Knowledge


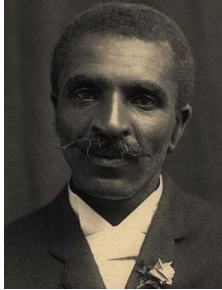


Key Question: What do you need to do to look after a pet and keep it healthy?

Prior Learning	Year 2 Animals including Humans	Future Learning
<ul style="list-style-type: none">Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans)Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)	<ul style="list-style-type: none">Animals, including humans, have offspring which grow into adults.In humans and some animals, these offspring will be young, such as babies or kittens, that grow into adults.In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults.The young of some animals do not look like their parents e.g. tadpoles.All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive.To grow into healthy adults, they also need the right amounts and types of food and exercise.Good hygiene is also important in preventing infections and illnesses.	<ul style="list-style-type: none">Identify that animals, including humans, need the right types and amountof nutrition, and that they cannot make their own food; they get nutritionfrom what they eat. (Y3 - Animals, including humans)Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats)Describe the life process of reproduction in some plants and animals. (Y5- Living things and their habitats)Recognise the impact of diet, exercise, drugs and lifestyle on the waytheir bodies function. (Y6 - Animals, including humans)

Year 2 Scientific Enquiry

Questioning and Research		Planning and Recording	
<ul style="list-style-type: none"> I can ask simple questions about the world around us. I can begin to use different types of enquiry to answer questions. I can perform simple tests. I can discuss my ideas. I can say what happened in an investigation. I can find information to help me from books, computers and other familiar sources. 		<ul style="list-style-type: none"> I can record data in a table my teacher has provided. Use observations and ideas to suggest answers to questions. To observe changes over time and, with guidance, begin to notice patterns and relationships. To say what I am looking for and what I am measuring. Begin to progress from non-standard units, reading mm, cm, m, ml, l, °C. Gather and record data to help in answering questions. I can record simple data. 	
Equipment and Measurement	Communicating and Presenting	Considering Evidence and Evaluating	
<ul style="list-style-type: none"> Observe closely, using simple equipment. I can collect simple data. I know how to use simple equipment safely. I can use simple measurements and equipment with increasing independence (e.g. hand lenses and egg timers). I can say what I am looking for and what I am measuring. I can measure with nonstandard units and can begin to use simple standard units e.g., mm, cm, m, ml, l, °C. 	<ul style="list-style-type: none"> I can use simple scientific language. I can describe what I see. I can compare e.g. something is longer or shorter. I can say how science helps us in our daily lives. I can say how science can be dangerous e.g. electricity can give you a shock. I can communicate my findings in a variety of ways. I can record and communicate my findings in a range of ways. I can show my results in a table that my teacher has provided. 	<ul style="list-style-type: none"> I can identify a variety of objects, materials and living things. I can compare, sort and group a range of objects, materials and living things. I can talk about what I have found out. I can explain how I carried out my enquiry. I can suggest simple changes to my enquiry. 	

Scientists and Careers Across Science - Year 2

Living things and their habitats	Plants	Animals, including humans	Uses of everyday materials
Scientists			
 <p>Tanesha Aleen (Zoologist)</p>	 <p>George Washington Carver (Botanist)</p>	 <p>Bear Grylls (Survival Expert)</p>	 <p>Charles Macintosh (Inventor of waterproof material)</p>
Careers			
<p>Taxonomist (classifies animals and plants) Wildlife Filmmaker (creates films and documentaries about wildlife)</p>	<p>Gardener (creates and maintains gardens and green spaces) Tree surgeon (plants, maintains and manages trees)</p>	<p>Animal behaviourist (studies animal interactions) Exercise physiologist (a doctor who helps people improve their fitness)</p>	<p>Builder (builds structures) Mechanical engineer (designs, analyses and manufactures mechanical systems)</p>

History in Year 2

Year 2 History

As children progress into Year 2, they will begin to investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time. As part of this process, children will begin by looking at the school. They will use a variety of pictures and maps to find out what this area of Preston looked like in the past. The children will then study the life of Rosa Parks and her fight against injustice in the 1950s. The final unit in Year 2 is a study of the seaside and how it has changed over time. This will culminate in a visit to Fleetwood Museum and tram ride along the promenade to Blackpool.

Area of Study	The History of Sherwood	Rosa Parks	A study of the seaside
NC	Significant historical events, people and places in their own locality	The lives of significant individuals in the past who have contributed to national and international achievements	Events beyond living memory that are significant nationally or globally
Concept	Change over time Chronology	Injustice	Change over time Chronology

Concept Progression	Year 1	Year 2	Year 3
Change over time/Chronology	Family History Development of Technology Great Fire of London	The History of Sherwood Study of the Seaside	Local History – Preston
Significance	The Great Fire of London The life of Alexander Graham Bell	Rosa Parks	Roman Invasion
Injustice		Rosa Parks	Yr 6 – Edith Rigby

Year 2 History

Year 1 Recent History	Year 2 – The History of Sherwood	Year 3 A local study of Preston and the surrounding area
<p>In this unit, children will begin to develop their own internal timeline of events. Children will:</p> <ul style="list-style-type: none"> • Discuss events in their own lives (birthdays, first day at school, first day in year 1, birth of siblings). • Look back to the different religious festivals that they remember (Christmas, Eid, Diwali etc) and then look at significant events that have occurred during their lives. (Covid pandemic, football World Cup, The Queen’s Jubilee). • Study their own family tree to begin to develop and understanding of chronology. • Identify parents and grandparents on their family tree. 	<p>In this unit, we will learn that Sherwood Primary School is 30 years old. Children will:</p> <ul style="list-style-type: none"> • Make predictions about what we think was here before. • Use historical maps to find out if we were correct. • Analyse photographs of the school as it has grown. Which parts of the school are older than others? • Collect pictures of the houses of the children and investigate how old the houses are in this area of Preston. • Study maps of the past to find out what this area of Preston looked like. • Make comparisons with other areas of Preston which are currently being developed. • Use Google Earth, Digimaps and the historical maps in the corridor to see the changes in the Sherwood locality over time. • Give a clear explanation of how Fulwood has changed over time and how it continues to change by the end of the unit. 	<p>In this unit, we will learn that Sherwood Primary School is 30 years old. Children will:</p> <ul style="list-style-type: none"> • Make predictions about what we think was here before. • Use historical maps to find out if we were correct. • Analyse photographs of the school as it has grown. Which parts of the school are older than others? • Collect pictures of the houses of the children and investigate how old the houses are in this area of Preston. • Compare different maps of Preston over time to recognise the changes that have occurred. • Make comparisons with other areas of Preston which are currently being developed. • Use Google Earth, Digimaps and the historical maps in the corridor to see the changes in Fulwood over time. • Give a clear explanation of how Fulwood has changed over time and how it continues to change.
Vocabulary	Historical Skills	
<p>Building upon the specific historical vocabulary taught in Year 1 these words should be introduced and discussed:</p> <p>before , after, a long time ago, past, recently, decades, centuries</p> <p>development – the process of getting bigger</p> <p>Fulwood – the area to the north of Preston in which Sherwood is situated</p> <p>growth – the process of growing/getting bigger in size</p> <p>local – someone or something from the nearby area</p> <p>Preston – a city in the north west of England</p>	<p>Chronology – Identify similarities and differences between ways of life at different times</p> <p>Communication – Demonstrate simple historical concepts and events through speaking, role-play and picture stories</p> <p>Enquiry – Make simple observations about different people, events, beliefs and communities</p>	

Year 2 History

<p>Year 1 The life of Alexander Graham Bell and his influence on the development of technology</p> <p>The children will get a hands-on experience by handling lots of different artefacts. Children will:</p> <ul style="list-style-type: none">• Learn what a Walkman and camcorder were used for.• Look at a variety of mobile phones and try to work out which is the oldest.• Be introduced to the world before the internet.• Study Alexander Graham Bell the inventor of the telephone. They will learn key events of his life:<ul style="list-style-type: none">○ He was born in 1847 and he died in 1922.○ He became interested in the science of sound because his mother and father were both deaf.○ He found a way to send voice signals down a telegraph wire.○ Bell worked with another inventor called Thomas Watson and together they invented the telephone in 1876.○ He also invented many other inventions relating to sound including a metal detector and a devise that can detect hearing problems in children.	<p>Year 2 – Rosa Parks</p> <p>The children will be introduced to injustice in this unit. Children will:</p> <ul style="list-style-type: none">• Experience injustice at first hand and explain how it feels.• Study the events of Rosa Parks life leading up to the bus boycott in 1955.• Find out that Rosa Parks was born in 1913, she lived in Montgomery, Alabama.• Understand that at this time there was a huge amount of racism and injustice towards black Americans. On the 1st December 1955 she refused to give up her seat on a bus to a white person. This leads to her arrest.• Recognise that this event led to the Montgomery Bus Boycott where 75% of the population of Montgomery refused to use the buses in support of Rosa Parks.• Use the ‘I am Rosa Parks’ art installation to learn about the awards that she won due to her protest.• Think about injustice in society today. Does it happen? Where does it happen? What can we do about it?	<p>Year 3 Changes in Britain from the Stone Age to the Iron Age</p> <p>In this unit, we will learn that people have been living in Britain for a very long time. Children will:</p> <ul style="list-style-type: none">• Learn about the changes that occurred over a time span of 10,000 years (98% of British History), through the Stone Age, Bronze Age to the Iron Age.• Learn of the developments in agriculture with the domestication of different animals and the growth of crops.• Research the development of tools and weapons out of stone.• Learn about the use of iron instead of stone to produce weapons and tools.• Learn about the advancements in farming using metal ploughs instead of wooden ploughs to turn the fields.• Recognise how during the Neolithic Revolution, people’s lives were changed from hunter gatherers to farmers.• Learn that the end of the Iron Age is marked by the second Roman Invasion.
<p>Vocabulary</p> <p>Building upon the specific historical vocabulary taught in Year 1 these words should be introduced and discussed:</p> <p>before, after, a long time ago, past, recently, decades, centuries</p> <p>boycott – to abstain as an individual or group from using or buying from an organisation.</p> <p>fairness – being fair or equitable, treating everyone with respect</p> <p>injustice – not being fair or violating the rights of another person</p> <p>racism – the belief that one race or ethnic group is superior to another</p> <p>segregation – the setting apart of people due to race, ethnic group or religion</p>	<p>Historical Skills</p> <p>Chronology – Identify similarities and differences between ways of life at different times</p> <p>Communication – Retell simple stories about people and events from the past</p> <p>Enquiry- Make simple observations about different people, events, beliefs and communities</p> <p>Recognise some of the reasons why people in the past acted as they did</p>	

Year 2 History

Year 1 Recent History	Year 2 – A study of the seaside	Year 3 A local study of Preston and the surrounding area
<p>In this unit, children will begin to develop their own internal timeline of events. Children will:</p> <ul style="list-style-type: none"> • Discuss events in their own lives (birthdays, first day at school, first day in year 1, birth of siblings). • Look back to the different religious festivals that they remember (Christmas, Eid, Diwali etc.) and then look at significant events that have occurred during their lives. (Covid pandemic, football World Cup, The Queen's Jubilee). • Study their own family tree to begin to develop and understanding of chronology. • Identify parents and grandparents on their family tree. 	<p>In the final unit in Year 2, the children will learn about the growth of the seaside. Children will:</p> <ul style="list-style-type: none"> • Learn that both Fleetwood and Blackpool grew to accommodate visitors on holiday. • Learn about the activities people carried during their holidays in Victorian times. • Make contrasts with where people go on holiday today, how they get there and what they do when they are there. • Find similarities in the reasons people go on holiday. 	<p>In this unit, the children will learn some of the historical importance of the city of Preston. Children will:</p> <ul style="list-style-type: none"> • Learn about the importance of the wool and cotton industry and how the town was impacted by the Industrial Revolution. • Learn about the significant role Preston had in the English Civil War with two battles taking place in 1648 and 1715. • Use photographic sources to look at the development of Preston Docks and then make their own field trip to explore them now, first hand. • Learn about the famous Prestonian Tom Finney. (He was born in Preston in 1922. He trained to be a plumber but in 1937 he began to play for Preston North End and facts linked to his career). • Use the 'I am Tom Finney' art installation to learn the key vocabulary and the key events of Finney's life.
Vocabulary	Historical Skills	
<p>Building upon the specific historical vocabulary taught in Year 1 these words should be introduced and discussed:</p> <p>before, after, a long time ago, past, recently, decades, centuries</p> <p>coast – where the land meets the sea</p> <p>holiday – a period of time when not at work</p> <p>leisure – free time away from work or duties</p> <p>tourism – the act of travelling or sightseeing, particularly away from one's home</p> <p>tram – a passenger vehicle for public use that runs on tracks</p> <p>Victorian – the period of time when Queen Victoria was on the throne (1837 to 1901)</p>	<p>Chronology – Identify similarities and differences between ways of life at different times</p> <p>Communication – Retell simple stories about people and events from the past</p> <p>Enquiry – Make simple observations about different people, events, beliefs and communities</p> <p>Recognise some of the reasons why people in the past acted as they did</p>	

Design Technology in Year 2

Design and Evaluation		Technical Knowledge	
Building on their previous skills, pupils in Year 2 will learn to: <ul style="list-style-type: none">develop their design ideas through discussions, observations, drawing and modellinguse kits/reclaimed materials to develop more than one ideaidentify a purpose for what they intend to design and makeidentify simple design criteriamake simple drawing and label part and discuss their work as it progressesname the tools they are usingexplain what materials they are going to use and whyselect appropriate technique explaining: First...Next...Last...explore existing products and investigate how they have been madedecide how existing products do/do not achieve their purposenote changes made during the making progress as annotation to plans/drawingsexplain what they like and dislike about their product and whyidentify how they could improve their work in the future and what they could have done differently.		Building on their previous knowledge, pupils in Year 2 will explore a range of products to develop their understanding of: <ul style="list-style-type: none">different mechanisms- axels, wheel and chassismovement that wheels and axels makeUnderstanding what makes a balanced dietwhere to find the nutritional information on packagingthe five food groupsthe taste, texture and smell of fruit and vegetables.mechanisms, identifying what stops wheels from turning, knowing that a wheel needs an axle in order to move.	
Working with tools, equipment, materials and components to make quality products			
Textiles		Mechanisms	
Pupils in Year 2 will have the opportunity to design and make a pouch. They will learn to: <ul style="list-style-type: none">cut out shapes accurately using a pair of scissorsaccurately measure in cmthread a needlejoin fabrics together using running stitch, glue, staples, over sewing and tapedecorate fabrics with attached items e.g. buttons, beads, sequins, braids and ribbonscolour my fabric using a range of techniques e.g. fabric paints, printing and paintingdecorate a pouch using fabric glue or running stitchpin and cut fabric using a template KEY VOCABULARY: RUNNING STITCH, THREADING, NEEDLE, NEEDLE EYE		Pupils in Year 2 will have the opportunity to design and make a vehicle. They will learn to: <ul style="list-style-type: none">join materials together using appropriate methods e.g. glue, tape, hot glue gunuse a hot glue gun with close supervisiontry out different axle fixings and discuss their strengths and weaknessesmake a vehicle from a construction kit with free running wheelsuse a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reelscut dowel using a razor saw and bench hookattach wheels to a chassis using an axle KEY VOCABULARY: AXLE, CHASSIS, RAZOR SAW, BENCH HOOK, DOWEL.	
		Food	
		Pupils in Year 2 will have the opportunity to design and make a healthy wrap. They will learn to: <ul style="list-style-type: none">describe the properties of the food ingredients: taste, smell, texture and consistencygroup familiar food products e.g. fruit and vegetablesexplain where food comes fromprepare food safely and hygienically and describe what this meanscut, peel, grate and chop a range of ingredientsexplain the need for a variety of food in a dietmeasure and weigh ingredients accuratelyslice food safely using the bridge or claw gripConstruct a wrap that meets a design brief KEY VOCABULARY: NUTRITION, CUT, PEEL, GRATE, CHOP, SLICE, HEALTHY, EATWELL PLATE, BRIDGE AND CLAW GRIP.	

Personal, Social, Health and Relationships Education

Digital Literacy Education in Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What can help us grow and stay healthy?	How do we recognise our feelings?
Topic	Relationships Friendship; feeling lonely; managing arguments	Relationships Behaviour; bullying; words and actions; respect for others	Living in the wider world People and jobs; money; role of the internet	Health and Wellbeing Keeping safe; recognising risk; rules	Health and Wellbeing Being healthy; eating; drinking; playing and sleeping	Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up
In this unit of work, pupils learn...	How to make friends with others; how to recognise when they feel lonely and what they could do about; how people behave when they are being friendly and what makes a good friend; how to resolve arguments that can occur in friendships; how to ask for help if a friendship is making them unhappy.	How words and actions affect how people feel; how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe; why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable; how to respond if this happens in different situations; how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.	How jobs help people earn money to pay for things they need and want; about a range of different jobs including those done by people they know or people who work in their community; how people have different strengths and interests that enable them to do different jobs; how people use the Internet and digital devices in their jobs and everyday life.	How rules and restrictions help them to keep safe (e.g. medicines/ household products and online); how to identify risky situations (in familiar and unfamiliar environments including online) and remove themselves from them; how to resist pressure to do something that makes them feel uncomfortable (including keeping secrets); how not everything they see online is true or trustworthy; that people can pretend to be someone they are not; how to tell a trusted adult if they are worried for themselves or others.	That different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest; that eating and drinking too much sugar can affect their health; how to be physically active and how much rest and sleep they should have every day; that there are different ways to learn and play; how to know when to take a break from screen time; how sunshine helps bodies to grow and how to keep safe and well in the sun.	How to recognise, name and describe a range of feelings; what helps them to feel good or better; how different things/times/ experiences can bring about different feelings for different people, including loss, change and bereavement or moving to a new year group; how feelings can affect people in their bodies and behaviour; ways to manage big feelings and the importance of sharing their feelings with someone they trust; how to recognise when they might need help with feelings and who can help.

<p>Digital Literacy</p> <p>Children will be taught to:</p>	Managing Online Information			Copyright and Ownership		
	<ul style="list-style-type: none"> demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' 			<ul style="list-style-type: none"> recognise that content on the internet may belong to other people. describe why other people's work belongs to them 		
		Privacy and Security <ul style="list-style-type: none"> explain how passwords can be used to protect information, accounts and devices. explain and give examples of what is meant by 'private' and 'keeping things private'. describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). 	Online Relationships <ul style="list-style-type: none"> give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. 	Self Image and Identity <ul style="list-style-type: none"> explain how other people may look and act differently online and offline. give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help. 		Online Bullying <ul style="list-style-type: none"> explain what bullying is, how people may bully others and how bullying can make someone feel. explain why anyone who experiences bullying is not to blame.

Art and Design in Year 2

Key Learning in Art and Design at Sherwood Primary School: Year 2	
Exploring and Developing Ideas	Evaluating and Developing Work
<ul style="list-style-type: none"> Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds. Explore the work of artists, craftspeople and designers from different cultures for differences and similarities. 	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work.

Drawing Mark-making – variety of tools, wax resist, in response to music, still-life drawing				
<ul style="list-style-type: none"> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media. 	Lines and Marks <ul style="list-style-type: none"> Name, match and draw lines/ marks from observations. Invent new lines. Draw on different surfaces with a range of media. 	Shape <ul style="list-style-type: none"> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. 	Tone <ul style="list-style-type: none"> Investigate tone by drawing light/ dark lines, light/ dark patterns, light/ dark shapes. 	Texture <ul style="list-style-type: none"> Investigate textures by describing, naming, rubbing, copying.

Theme	Painting	3D	Collage	Textiles	Printing
Context	Handwriting patterns in response to stories; large group work	Aboriginal art; clay work	Individual images of 'The Snail' using painted paper; sketchbook artist responses; cut paper collages	Rubbings over dip dyed fabric; printing onto dip dyed fabric;	Positive & Negative Stencils, Direct Prints; Clay Slab Relief Prints
Focus	<ul style="list-style-type: none"> • Use a variety of tools and techniques including different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. • Experiment with tools and techniques, e.g. layering, mixing media, scraping through. • Name different types of paint and their properties. <p>Colour</p> <ul style="list-style-type: none"> • Identify primary and secondary colours by name. • Texture • Create textured paint by adding sand or plaster. 	<ul style="list-style-type: none"> • Manipulate clay in a variety of ways including rolling and kneading, pinching, pulling • Explore sculpture with a range of malleable media. • Manipulate malleable materials for a purpose, e.g. pot, tile. • Understand the safety and basic care of materials and tools. <p>Form</p> <ul style="list-style-type: none"> • Experiment with making lines, constructing and joining recycled, natural and man-made materials. • Use simple 2-D shapes to create a 3-D form. <p>Texture</p> <ul style="list-style-type: none"> • Make impressions into the surface of clay and to build a textured tile. 	<ul style="list-style-type: none"> • Create images from a variety of media, e.g. photocopies, material, fabric, crepe paper, magazines, etc. • Arrange and glue materials to different backgrounds. • Sort and group materials for different purposes, e.g. colour, texture. • Fold, crumple, tear and overlap papers. • Work on different scales. <p>Colour</p> <ul style="list-style-type: none"> • Collect, sort, name match colours appropriate for an image. <p>Shape</p> <ul style="list-style-type: none"> • Create and arrange shapes appropriately. • Texture • Create, select and use textured paper for an image. 	<ul style="list-style-type: none"> • Match and sort fabrics for colour, texture, length, size and shape. • Change and modify threads/fabrics – knotting, fraying, fringing, pulling threads, twisting, plaiting. • Cut and shape fabric using scissors/ snips. • Apply shapes with glue or by stitching. • Apply decoration using beads, buttons, feathers <p>Colour</p> <ul style="list-style-type: none"> • Apply colour with printing, dipping, fabric resist crayons. Create and use printing relief blocks. 	<ul style="list-style-type: none"> • Print with a range of hard and soft materials, e.g. corks, pen barrels, sponge. • Make simple marks on clay slabs/ rollers. • Take simple prints, i.e. positive/ negative stencil printing. • Roll printing ink over found objects to create patterns, e.g. plastic mesh, stencils. • Build repeating patterns and recognize pattern in the environment. • Create simple printing blocks i.e. collograph blocks. • Design repetitive patterns. <p>Colour</p> <ul style="list-style-type: none"> • Explore with overprinting motifs and colour. <p>Texture</p> <ul style="list-style-type: none"> • Make rubbings to collect textures and patterns.

Digital Media

Pupils in Year 2 will have the opportunity to:

- Explore ideas using digital sources, i.e. internet, iphoto.
- Record visual information using digital cameras and video recorders.
- Use a simple graphics package to create images and effects with:
- Lines by changing the size of brushes in response to ideas.
- Shapes using eraser, shape and fill tools.
- Colours and Texture using simple filters to manipulate and create images.
- Use basic selection and cropping tools.

Key Artiss Studied in Year Two: Wassily Kandinsky, Anthony Frost, Henri Matisse, Bridget Riley

Religious Education Overview

Year 2 Key Question: How do we respond to the things that really matter?						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religion	Christianity (God)	Christianity (Jesus)	Hindu Dharma	Islam	Christianity (Church)	Judaism
Enquiry Question	Does how we treat the world matter?	Why do Christians say Jesus is the 'Light of the World'?	How might people express their devotion?	Why do Muslims believe it is important to obey God?	What unites the Christian community?	What aspects of life really matter?

Music in Year 2

Year 2 Music

Year 1	Year 2 Core knowledge	Year 3
<ul style="list-style-type: none"> To know 5 songs off by heart and sing in unison To begin to compare genres of music discussing what they can hear and how it makes them feel To know the names of some instruments including those they are playing To understand the meaning of pulse, rhythm and pitch and how they combine to make a piece of music 	<ul style="list-style-type: none"> To confidently sing or rap 5 songs Begin to recognise the specific instruments being played when listening to a piece of music Begin to follow simple notation to see when pitch goes up or down and follow with voices Begin to locate some musical notes on a stave Record composition using dot and stick notation Use music technology to capture sounds Develop an understanding of the purpose of performing 	<ul style="list-style-type: none"> Make comparisons between different genres of music Begin to identify the structure of a song e.g. verse and chorus Children sing songs in simple two-parts Demonstrate good understanding of posture for singing Play differentiated parts on a tuned instrument Improvise in response to stimuli Compose music in 4/4 time using crotchets, minims, dotted minims, semi-breves and paired quavers Perform with expression in front of a small audience
Skills – singing and playing the instrument		Skills – improvisation, composition and performance
<ul style="list-style-type: none"> Learn about voices singing notes of different pitches beginning to follow the melody with their voice Follow simple notation to show when their voices go up and down Understand how breathing can support; using bigger breaths for bigger notes Play 2 notes on the glockenspiel keeping in time with the pulse of the music Begin to locate notes taught on a stave 		<ul style="list-style-type: none"> Improvise a range of simple rhythms with increasing confidence Create rhythmic compositions in bar of 4 using crotchets, minims, dotted minims and paired quavers Record composition using graphic symbols, dot notation, stick notation and music notation where appropriate Use music technology to capture and change sounds Understand that performance is sharing music with an audience Develop a sense of occasion and begin displaying awareness of having an impact on the audience

Vocabulary: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.

Physical Education Overview

Year 2 PE	The INTENT of Year 2 is to test the 10 Fundamental Movement Skills again. This will show the impact of their performance of the FMS and which skills they have mastered. This information can be shared with the Year 3 teacher. The children should develop their knowledge in using simple tactics in game type activities and creating sequences of movement in gymnastic and dance type activities.		
Fundamental Movement Skills		Games	
<p>Adapt your curriculum, based on Y1 data, using the units to teach the 10 Fundamental Movement Skills.</p> <p>Running; Jumping; Underarm Throwing; Overarm Throwing; Rolling; Bouncing; Catching; Skipping; Kicking; and Hopping.</p> <p>Please assess the children at the end of the Key Stage using the unit:</p> <ul style="list-style-type: none"> FMS – End of KS1 Assessment <p>These assessments will be given to Year 3 to help them differentiate.</p>		<p>Children improve and apply their basic FMS in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. They will continue to practise and refine their FMS and techniques, using them to outwit others. They will also develop an early understanding of simple concepts of attack.</p> <p>Children will learn the skills they require for net/wall games and on how to use these skills to make the game difficult for their opponent. They learn to direct the ball towards the target area and away from their opponent. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.</p>	
Athletics	Dance		Gymnastics
Children explore the FMS of running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.	Children will focus on creating and performing short dances that communicate different moods, feelings and ideas. A range of subjects including those based on different times and cultures may be used. Children will learn to use different parts of the body to imitate and lead movements. They will also create short dances individually and also create and perform with a partner.		Children will focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor, e.g. a roll, a jump and a shape. They then transfer what they have learnt on the floor to apparatus. In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.

Computing Overview

Theme	2.1 We are astronauts	2.5 We are detectives	2.4 We are researchers	2.2 We are game testers	2.6 We are zoologists	We are Musicians
Context	In this unit, the children will build on work from Unit 1.1 – We are treasure hunters to program a sprite (such as a spaceship) to move around the screen. This unit acts as a springboard for programming in Year 3.	In this unit, the children are challenged to solve a mystery by reading, sending and replying to emails, and by listening to a witness statement. They use a fact file sheet to create a table and identify the culprit.	The children research a topic – safely, effectively and efficiently – using a structured approach (mind mapping). They share their findings with others through a short multimedia presentation.	In this unit, the pupils will try to work out how some simple Scratch games work. They also look at free online or open source games and share their favourite games with the class.	In this unit, the children go on a bug hunt, recording and identifying the small animals they find. They then organise the data they have collected, record it using a graphing package, and interpret the graph to answer questions about the animals.	In this unit, children will have the opportunity to engage with a piece of music composition software. Children will apply their Musical knowledge and compose a piece of music linked to the wider curriculum.