

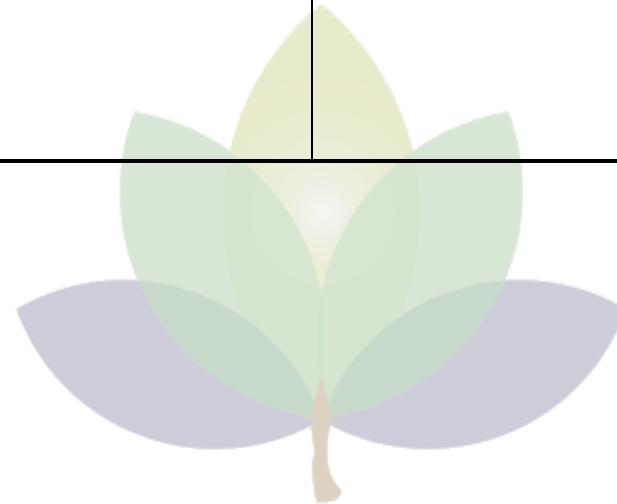
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2 Humanities Topic	Weather 	The Great Fire of London 	Our Country 	Wonderful World 	Great Explorers 	Inspirational Women  
2 History		Pupils find out about what London was like in 1666 during the Great Fire and compare this to modern London. They find out about how historians use evidence such as Samuel Pepys' diary to find out about the past.			Pupils find out about the explorers Christopher Columbus and Neil Armstrong and where they travelled to. They compare their modes of transport, the distance travelled and discover how technology has developed and continues to develop with modern space travel.	Pupils find out about the lives of Emmeline Pankhurst and Rosa Parks and discover what these inspirational women campaigned for and how these women influenced our lives today. Pupils also use a range of sources to find out about life for these two women.
2 Geography	Pupils find out what the weather is like in the UK and carry out fieldwork to investigate weather in the UK then compare this to hot and cold areas around the world.	Pupils learn about the location of London and how being next to a river helped to put out the fire. They link this to a study of The Great Fire of Nantwich.	Pupils explore the 4 countries of the UK and their capital cities. They use aerial photographs to discover the physical and human features of the UK and compare the city of London with Brasilia.	Pupils locate the world's continents and oceans. They use aerial photographs, maps and atlases to find out about each continent and plan journeys around the world using compass points.	Pupils use atlases and maps to follow Christopher Columbus' route across the Atlantic Ocean and locate North America.	Pupils locate the USA on maps of the world.

2 Science	Seasonal changes and weather.	Animals including humans - Health and Growth	Materials -uses of materials.	Plants – structure, effect of light and water on health of plant	Living things and their habitats – habitats, animals and plants, food chains.	
2 Art	Painting – Van Gogh Starry Night. Artist: Van Gogh 	Collage – Great Fire of London scene layering fire and buildings. Artist: Eric Carle 	Textiles – paper weaving based on the work of Gunta Stölzl	Sculpture - create a willow fish. Artist: Katherine Miles.	Printing – simple press printing based on the work of Andy Warhol. 	Drawing– Cubism - abstract Picasso portraits. Artist: Pablo Picasso 
2 Design & Technology	Cooking – design and make a healthy flapjack.	Moving pictures – create a Christmas card with a simple mechanism to create a moving picture.	Structures – build a home/shelter with a strong structure to support a roof. English link: Grandad's Island text.		Cooking – use peeling, chopping, slicing, spreading and grating to create a healthy sandwich. Understand where food comes from and how to prepare it safely and hygienically. 	

2 R.E.	5. Explain the Bible is a Christian's holy book and identify different kinds of genre/writing.	<p>1. Recall the main events from the Christmas Bible stories linking these stories with Christianity. For example, put six pictures in order to show what happened on the first Christmas.</p> <p>3. Identify at least 4 aspects of how Christians celebrate Christmas, explaining why the event might be important to them.</p> <p>4. Talk about who Christians say Jesus is e.g. called the Son of God; God made man.</p>	<p>12. Explain why Abraham is important to both Jews and Christians (NB he is also important to Muslims). Eg, Christians and Jews believe Abraham was the beginning of the promises (covenant) God made with them. He is also an example of faith.</p> <p>13. Begin to show curiosity and ask questions about at least three Christian and three Jewish stories.</p> <p>15. Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning.</p>	<p>2. Recall the main events from the Easter Bible stories linking these stories with Christianity. E.g. Recall & order the five key events that happened during Jesus' last week on earth; entry into Jerusalem; Last Supper; arrest; crucifixion & resurrection.</p> <p>3 .Identify at least 4 aspects of how Christians celebrate Easter, explaining why the event might be important to them.</p>	<p>7. Describe at least three things a minister/church leader might do.</p> <p>10. Describe at least three things a rabbi might do e.g. take part in a naming ceremony</p>	<p>3. Identify at least 4 aspects of how Christians celebrate Baptism, explaining why the event might be important to them.</p> <p>7. Describe at least three things a minister/church leader might do.</p> <p>10. Describe at least three things a rabbi might do eg take part in a naming ceremony.</p> <p>15. Raise and suggest answers to relevant questions in response to enquiries into religious/nonreligious viewpoints and attempt to support answers using simple reasoning.</p>
2 Computing	E-Safety: 'We are Year 2 rule writers' (2.1) Computing unit: Using the internet		E-Safety: 'We are not online bullies' (2.2) Computing unit: Presentation skills	E-Safety: 'We are safe searchers.' (2.3) Computing unit: Programming Turtle and Scratch		

<p>2 Music</p>	 <p><u>LMT Unit 4, Year 2</u> <u>Whatever the Weather</u> To sing songs about the weather, in unison and as a round, and accompany with percussion instruments. Use symbols to notate a weather composition. Listening: 'The Storm' from William Tell Overture by Gioachino Rossini (Italian 1829).</p>	 <p><u>LMT Unit 2, Year 2</u> <u>Fire! Fire!</u> To accompany a song with untuned and tuned percussion instruments and to compose a piece of music about the Great Fire of London.</p>	 <p><u>LMT Unit 1, Year 2</u> <u>Down in the Woods</u> To accompany a song using tuned percussion and compose a piece of music using a story as a stimulus which includes a steady pulse and ostinato.</p>	 <p><u>LMT Unit 3, Year 2</u> <u>Round the World</u> To develop singing skills and learn a range of traditional songs from around the world.</p>	 <p><u>LMT Unit 5, Year 2</u> <u>Down in The Jungle</u> To sing animal themed songs in unison and accompany with percussion instruments; to compose a piece of jungle music and notate using symbols on a grid.</p>	 <p><u>Boomwhackers</u> To perform with a good sense of rhythm and beat. To perform together in an ensemble. To develop an awareness of tempo and dynamics whilst playing. To compose simple tunes.</p>
<p>2 P.E.</p>	<p>Outdoor: Invasion Games Indoor: Dance - Skills</p>	<p>Outdoor: Invasion Games Indoor: Gymnastics</p>	<p>Outdoor: Net/wall games Indoor: Dance - Weather</p>	<p>Outdoor: Target Games Indoor: Gymnastics</p>	<p>Outdoor: Athletics Indoor: Dance – 'Elements of the Earth' Contemporary</p>	<p>Outdoor: Striking and Fielding Indoor: Gymnastics</p>
<p>2 RSE/PSHE</p>	<p>Year 2 PSHE: The First Slodge by Jeanne Willis L.O To understand how we share the world.</p>	<p>Year 2 PSHE: What the jackdaw saw by Julia Donaldson L.O To communicate in different ways</p>	<p>Year 2 PSHE: Amazing by Steve Anthony L.O To know what makes a good friend</p>	<p>Year 2 PSHE: All are welcome by Alex Penfold L.O: To know I belong</p>	<p>Year 2 PSHE: Can I join your club? by John Kelly L.O To welcome different people</p>	<p>Year 2 PSHE: The great big book of families by Mary Hoffman L.O: To understand what diversity is</p>

	Year 2 RSE: Differences	Year 2 Health and well-being: Keeping safe	Year 2 RSE: Male and female animals		Year 2 RSE: Naming body parts	
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