

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing</p> <p>Full breakdown of Y2 Writing objectives can be found here.</p>	<p>Read Write Inc</p> <p>Children will take part in a 60-minute bespoke phonics session where children are grouped based on their phonetical awareness. During these sessions, children are taught to read and write the 44 decodable phonic sounds and their corresponding letters/letter groups. The carefully structured and planned sessions ensure coverage of the Year 2 Writing Curriculum whilst also developing the children's confidence. More information can be found here.</p> <p>Children are also able to access a range of writing material within the provision.</p>		<p>Focus text: Dragon Machine, by Helen Ward</p> <p>Writing outcome: Fiction: adventure focus</p> <p>Writing focuses:</p> <ul style="list-style-type: none"> - To write sentences with different forms: statement, question, exclamation, command. - To use subordination (apply <i>because</i>, introduce <i>when</i>). - To use present and past tenses correctly and consistently (some progressive). - To read aloud with intonation. - To use punctuation correctly - exclamation marks, question marks. 	<p>Focus text: Major Glad, Major Dizzy, by Jan Oke</p> <p>Writing outcome: Recount: diary entry</p> <p>Writing focuses:</p> <ul style="list-style-type: none"> - To use present and past tenses correctly and consistently. - To use the progressive form of verbs in the present and past tense. - To use subordination (apply <i>because</i>, <i>when</i>; introduce <i>that</i>). - To write down ideas, key words, new vocabulary. - To use punctuation correctly - apostrophes for the possessive (singular). 	<p>Focus text: The Last Wolf, by Mini Grey</p> <p>Writing outcome: Letter: letter in role</p> <p>Writing focuses:</p> <ul style="list-style-type: none"> - To use subordination (if, that). - To add -er and -est to adjectives. - To use homophones and near homophones - To write down ideas, key words, new vocabulary. - To use punctuation correctly – apostrophes for contracted forms. 	<p>Focus text: Grandad's Secret Giant, by David Litchfield</p> <p>Writing outcome: Fiction: moral focus</p> <p>Writing focuses:</p> <ul style="list-style-type: none"> - To use present and past tenses correctly and consistently including the progressive form. - To use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). - To use expanded noun phrases to describe and specify. - To add suffixes to spell longer words (e.g. -ment, -ful). - To make simple additions, revisions and corrections. - To proof-read to check for errors in spelling, grammar and punctuation.

<p>Handwriting</p> <p>Full breakdown of Y2 Handwriting objectives can be found here.</p>	<p>Children practice their handwriting during their daily Read Write Inc session as well as in bespoke handwriting sessions throughout the week. Write lower case and capital letters in the correct direction, starting and finishing in the right place.</p>				
<p>Reading</p> <p>Full breakdown of Y2 Reading objectives can be found here.</p> <p><i>Note: an additional 15 minutes of independent reading takes place daily and there is a whole class read at the end of each day</i></p>	<p>Read Write Inc</p> <p>Children will take part in a 60-minute bespoke phonics session where children are grouped based on their phonetical awareness. During these sessions, children are taught to read and write the 44 decodable phonic sounds and their corresponding letters/letter groups. The carefully structured and planned sessions ensure coverage of the Year 2 Reading Curriculum whilst also ensuring they access a range of fiction and non-fiction whilst simultaneously developing the children's confidence and fluency. More information can be found here.</p>	<p>Focus text:</p> <p>The Dragonsitter by Josh Lacey</p> <p>Reading focuses:</p> <ul style="list-style-type: none"> - Predict what might happen on the basis of what has been read so far. - Discuss and clarify the meaning of words, linking new meanings to known vocabulary - Answer and ask questions - Discuss their favourite words and phrases - Introduce non-fiction books that are structured in different ways - Discuss the sequence of events in books and how items of information are related - Make inferences on the basis of what is being said and done 	<p>Focus text:</p> <p>Owen and the Soldier by Lisa Thompson</p> <p>Reading focuses:</p> <ul style="list-style-type: none"> - Predict what might happen on the basis of what has been read so far. - Discuss and clarify the meaning of words, linking new meanings to known vocabulary - Answer and ask questions - Discuss their favourite words and phrases - Introduce non-fiction books that are structured in different ways - Discuss the sequence of events in books and how items of information are related - Make inferences on the basis of what is being said and done 	<p>Focus text:</p> <p>Fantastic Mr Fox by Roald Dahl</p> <p>Reading focuses:</p> <ul style="list-style-type: none"> - Predict what might happen on the basis of what has been read so far. - Discuss and clarify the meaning of words, linking new meanings to known vocabulary - Answer and ask questions - Discuss their favourite words and phrases - Introduce non-fiction books that are structured in different ways - Discuss the sequence of events in books and how items of information are related - Make inferences on the basis of what is being said and done 	<p>Focus text:</p> <p>Grimm's Fairy Tales by D.L. Ashliman</p> <p>Reading focuses:</p> <ul style="list-style-type: none"> - Predict what might happen on the basis of what has been read so far. - Discuss and clarify the meaning of words, linking new meanings to known vocabulary - Answer and ask questions - Discuss their favourite words and phrases - Introduce non-fiction books that are structured in different ways - Discuss the sequence of events in books and how items of information are related - Make inferences on the basis of what is being said and done

<p>Mathematics</p> <p>Full breakdown of Y2 Mathematics objectives can be found here.</p>	<p>Number: Place Value</p> <p>Number: Addition and Subtraction</p>	<p>Number: Addition and Subtraction</p> <p>Geometry: Shape</p>	<p>Measurement: Money</p> <p>Number: Multiplication and Division</p>	<p>Measurement: Length and Height</p> <p>Measurement: Mass, capacity and temperature</p>	<p>Number: Fractions</p> <p>Measurement: Time</p> <p>Statistics</p>	<p>Geometry: Position and direction</p> <p>Consolidation</p>
<p>Religious Education</p>	<p>The Bible: Why is it such a special book?</p>	<p>Christmas Good News: Why was the birth of Jesus such Good News?</p> <p>Christmas: The Journey to Bethlehem</p>	<p>Jesus Friend to Everyone: What is a miracle?</p> <p>What did Jesus want us to learn from his behaviour?</p>	<p>Easter: How do symbols help us to understand the story?</p>	<p>Why is the Church a special place for Christians?</p>	<p>Ascension and Pentecost: What happened?</p>

<p>Art</p> <p>Full breakdown of Y2 Art objectives can be found here.</p>	<p>Craft and Design: Map it Out</p> <ul style="list-style-type: none"> - Sort map images into groups, explaining their choices. - Draw a map of their journey to school, including key landmarks and different types of mark-making. - Follow instructions to make a piece of felt that holds together and resembles their map. - Decide how to place 'jigsaw' pieces to create an abstract composition. - Make choices about which details from their map to include in a stained glass. - Cut cellophane shapes with care and arrange them into a pleasing composition. - Design a print with simple lines and shapes, making improvements as they work. - Follow a process to make and print from a polystyrene tile. - Choose a favourite artwork, justifying their choice. - Annotate their favourite artwork with relevant evaluation points. - Take an active part in decisions around how to display their artworks in the class gallery. 		<p>Painting and Mixing Media: Life in Color</p> <ul style="list-style-type: none"> - Name the primary and secondary colours. - Talk about the colour changes they notice and make predictions about what will happen when two colours mix. - Describe the colours and textures they see. - Try different tools to recreate a texture and decide which tool works best. - Show they can identify different textures in a collaged artwork. - Apply their knowledge of colour mixing to match colours effectively. - Choose collage materials based on colour and texture. - Talk about their ideas for an overall collage. - Try different arrangements of materials, including overlapping shapes. - Give likes and dislikes about their work and others'. - Describe ideas for developing their collages. - Choose materials and tools after trying them out. 		<p>Sculpture and 3D: Clay Houses</p> <ul style="list-style-type: none"> - Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. - Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. - Roll a smooth tile surface. - Join clay shapes and make marks in the tile surface to create a pattern. - Draw a house design and plan how to create the key features in clay. - Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes. 	
<p>Computing</p> <p>Full breakdown of Y2 Computing objectives can be found here.</p>	<p>My Online Life</p> <p>Programme Focus: Book Creator</p> <p>- To improve the children's knowledge of the risks of their online lives and to</p>	<p>Code a Story</p> <p>Programme Focus: Book Creator and Scratch 3.0 Free</p> <p>- To write a basic story with illustrations and turn this into an</p>	<p>Heads Up</p> <p>Programme Focus: Charades – Kids Free</p> <p>- To play a computing focused game of charades and create an online version.</p>	<p>Story Land</p> <p>Programme Focus: Book Creator, Seesaw, iBooks Word and SketchBook Free</p> <p>- To take the role of authors to write the sequel to popular</p>	<p>Maths Madness</p> <p>Programme Focus: Scan Free and Seesaw</p> <p>- To take part in a maths scavenger hunt and create QR codes and maths videos.</p>	<p>Online Buddies</p> <p>Programme Focus: Book Creator, Seesaw, Popplet, and Pic Collage</p> <p>- To explore what friendship means online and the dos and don'ts of</p>

	develop skills when using online services.	animated story using visual coding.		children's stories and create an audiobook.		communicating when using technology.
<p>Design and Technology</p> <p>Full breakdown of Y2 Design and Technology objectives can be found here.</p>	<p>Structures: Baby Bears' Chair</p> <ul style="list-style-type: none"> - Identify man-made and natural structures. - Identify stable and unstable structural shapes. - Contribute to discussions. - Identify features that make a chair stable. - Work independently to make a stable structure, following a demonstration. - Explain how their ideas would be suitable for Baby Bear. - Produce a model that supports a teddy, using the appropriate materials and construction techniques. - Explain how they made their model strong, stiff and stable. 	<p>Mechanisms: Fairground Wheel</p> <ul style="list-style-type: none"> - Design and label a wheel. - Consider the designs of others and make comments about their practicality or appeal. - Consider the materials, shape, construction and mechanisms of their wheel. - Label their designs. - Build a stable structure with a rotating wheel. - Test and adapt their designs as necessary. - Follow a design plan to make a completed model of the wheel. 			<p>Mechanisms: Making a Moving Monster</p> <ul style="list-style-type: none"> - Identify the correct terms for levers, linkages and pivots. - Analyse popular toys with the correct terminology. - Create functional linkages that produce the desired input and output motions. - Design monsters suitable for children, which satisfy most of the design criteria. - Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. - Select and assemble materials to create their planned monster features. - Assemble the monster to their linkages without affecting their functionality. 	
<p>Geography</p> <p>Full breakdown of Y2 Geography objectives can be found here.</p>	<p>Where in the world are we?</p> <ul style="list-style-type: none"> - To find out where the UK, the equator and the poles are on a world map. - To compare the land features and climate of the UK and Ecuador. - To compare the capital cities of the UK (London) and 	<p>Is Kenya really that different to the UK?</p> <ul style="list-style-type: none"> - To locate Africa on a world map and identify the country of Kenya. - To explore the climate and weather of Kenya. - To explore the animals of Kenya. 			<p>What features make up coastal areas?</p> <ul style="list-style-type: none"> - To locate and identify oceans and continents. - To find out about British beaches (Southport, Formby, Crosby, Brighton, Cornwall, Dorset). - To find out about British seas. - To use fieldwork skills to find out about a place. 	

	<p>Ecuador (Quito).</p> <ul style="list-style-type: none"> - To find out where different animals live in the world and in Ecuador. - To identify physical and human features in aerial photos. - To create a map with a key. 	<ul style="list-style-type: none"> - To be able to use compass points to navigate around a map. - To explore the landscapes of Kenya to the UK (Liverpool and Formby). - To find out about the people and culture of Kenya. - To identify similarities and differences between Kenya and the UK. 	<ul style="list-style-type: none"> - To compare a British beach with one from another country (Ecuador, Kenya). - To use compass points to move around a map. 			
<p>History</p> <p>Full breakdown of Y2 History objectives can be found here.</p>	<p>What caused the Great Fire of London and how did they stop it from happening again?</p> <ul style="list-style-type: none"> - To understand where and when the Great Fire of London started. - To understand the events of the Great Fire of London. - To find out why the fire spread so quickly and stayed alight for so long. - To find out about Samuel Pepys and his diary. - To recap what we have found out about the Great Fire of London. 	<p>What is life like as the Queen of England?</p> <ul style="list-style-type: none"> - To understand what a monarch is and where monarchs live. - To explore Tudor life and Queen Elizabeth I. - To explore who Queen Victoria was. - To explore the Victorian period. - To explore the life of Queen Elizabeth II. - To compare three major time periods. - To compare the three significant queens. 	<p>How are seaside holidays in the past different to those today?</p> <ul style="list-style-type: none"> - To identify features of a seaside holiday. - To use photographs to find clues as to what seaside holidays were like in the past. - To find out when and how seaside holidays became popular. - To find out what seaside holidays were like 100 years ago. - To be able to order seaside holidays in chronological order. - To be able to identify similarities and differences between seaside holidays now and in the past. 			
<p>Music</p> <p>Full breakdown of Y2 Music objectives can be found here.</p>	<p>Folksongs</p> <ul style="list-style-type: none"> - In this unit, pupils learn to sing and perform folk songs from around the British Isles. - They identify features of folk music and explore amongst other musical ingredients: pulse, dynamics, pitch and texture. - Pupils begin to understand the difference between rhythm and pulse. - They explore dot notation and sing in a round and in parts. 	<p>Great Fire of London</p> <ul style="list-style-type: none"> - Through the topic of the 'Great Fire of London', pupils explore dynamics, pulse, beat and rhythm using both Western and graphic notation and interpreting dynamic symbols. - Pupils create music in response to a non-musical stimulus, sing and perform on instruments with a partner, in small groups and as a whole class ensemble and begin 	<p>Recorders</p> <ul style="list-style-type: none"> - Pupils will sing songs and play rhythm games. - Pupils will listen with increasing awareness of different rhythms and be able to copy them, when required. - Pupil will learn how to blow the recorder with control, producing a quiet and pleasing sound. - They will learn the notes G-B, placing their fingers over the correct holes. - They will be able to 	<p>Recorders</p> <ul style="list-style-type: none"> - Pupils will sing songs and play rhythm games. - Pupils will listen with increasing awareness of different rhythms and be able to copy them, when required. - Pupil will learn how to blow the recorder with control, producing a quiet and pleasing sound. - They will learn the notes G-B, placing their fingers over the correct holes. - They will be able to 	<p>Jupiter</p> <ul style="list-style-type: none"> - In this unit pupils will explore the instruments of the orchestra and the descriptive music of the Romantic period through the theme of space, specifically Jupiter. - Pupils will be responding to music with increasing confidence. - Recreating excerpts of the music exploring classroom percussion as a class and in small groups, before creating their own 	<p>Oceans</p> <ul style="list-style-type: none"> - This unit embeds pulse and rhythmic skills through performance, improvisation, listening and composition activities. - Pupils will be given the opportunity to perform and compose using their bodies, voices and percussion instruments. - They will also learn to read simple rhythmic notation including crotchets, paired quavers,

		<p>to develop knowledge and understanding of baroque music.</p>	<ul style="list-style-type: none"> - move their fingers between these notes slowly, with care. - They will play a selection of pieces using these notes. - Use musical notation and be encouraged to read the notes on the stave. - Pupils will be introduced to simple musical language relating to features in the pieces. - Pupils will be able to volunteer to perform solos in front of their classmates. 	<ul style="list-style-type: none"> - move their fingers between these notes slowly, with care. - They will play a selection of pieces using these notes. - Use musical notation and be encouraged to read the notes on the stave. - Pupils will be introduced to simple musical language relating to features in the pieces. - Pupils will be able to volunteer to perform solos in front of their classmates. 	<p>Jupiter hymn inspired school anthem.</p>	<ul style="list-style-type: none"> - minims and semibreves. - They will explore instrumentation and how different instruments can be used to represent different aspects of the ocean. - Pupils will have the opportunity to sing as part of an ensemble and to listen to and appraise their own and each other's work.
--	--	---	---	---	---	--

Physical Education	Fundamentals	Sending & Receiving	Team Building	Invasion	Net and Wall	Athletics
<p>Full breakdown of Y2 Physical Education objectives can be found here.</p>	<p>Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p>	<p>Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p>	<p>Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.</p>	<p>Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.</p>	<p>Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.</p>	<p>In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p>
	<p style="text-align: center;">Ball Skills</p> <p>In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.</p>	<p style="text-align: center;">Yoga</p> <p>Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work</p>	<p style="text-align: center;">Fitness</p> <p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer</p>	<p style="text-align: center;">Dance</p> <p>Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8</p>	<p style="text-align: center;">Gymnastics</p> <p>In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an</p>	<p style="text-align: center;">Striking & Fielding</p> <p>In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think</p>

		independently and with others, sharing ideas and creating their own poses in response to a theme.	periods of time.	consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.	awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high-quality performance.	about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.
PSHE	Being in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Changing Me	Relationships
	<ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings 	<ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends 	<ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success 	<ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition <p>RSE Week Coverage</p> <ul style="list-style-type: none"> Understand ways they have changed since birth To understand the difference between secrets and surprises and to know that they don't need to keep secrets for adults. 	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships

					<ul style="list-style-type: none">• Learn about life cycles of animals.• Understand the idea of growing from young to old and learn that all living things reproduce.	
--	--	--	--	--	--	--

<p>Science</p> <p>Full breakdown of Y2 Science objectives can be found here.</p>	<p>Animals including Humans</p> <p>During this unit of work, children will learn about the basic needs that all humans need to survive and live. They will study more closely the importance of exercise, a healthy diet and good hygiene as ways to keep us healthy. They will also look at off spring of different animals and how they develop and change into adults as they grow. Finally, children will also look at ways to keep themselves from becoming ill as well as things, they can do if they do become ill.</p>	<p>Materials</p> <p>During this unit of work, children will learn about different everyday materials such as wood, metal, plastic, glass, rubber, rock, fabric, paper and brick. They will identify the properties of these materials and conduct investigations to explore how different materials are better suited for different objects through well-known stories. Children will also explore how some of these materials can be changed by squashing, bending, twisting and stretching them.</p>	<p>Living things and their Habitats</p> <p>During this unit of work, children will learn about living things and their habitats. They will start the unit of work looking at whether things are living, dead or have never been alive. They will then look at microhabitats and larger habitats identifying some animals that may live there. Children will then investigate to see which type of conditions woodlice prefer in their habitat. After that they will look at how living things are adapted to their environment. Finally, they will look at food chains within habitats.</p>	<p>Super Science Experiments</p> <p>Inspirational Scientist Focus</p> <p>British Science Week Celebration</p>	<p>Recap Term</p>	<p>Plants</p> <p>During this unit of work, children will learn about different seeds and bulbs. They will learn about plants we can eat and begin to gather seeds. They will also look at what plants need to grow and what they need to continue to grow and stay healthy.</p>
<p>Global Citizenship Events</p>	<p>Roald Dahl Day European Languages Day International Walk to School Month Hello Yellow (Mental Health) Hate Crime Awareness Week Black History Month</p>	<p>TSP's Celebration of Kindness Week (World Kindness Day) Anti-Bullying/ Behaviour Awareness Week Remembrance Sunday Children In Need Road Safety Week Human Rights' Day</p>	<p>Holocaust Memorial Day National Storytelling Week Safer Internet Day Chinese New Year Fairtrade Fortnight Climate Coalition Day</p>	<p>National Careers Week World Book Day International Women's Day Brain Awareness Week British Science Week Comic Relief /Sport Relief</p>	<p>Earth Day Local and Community History Month World Red Cross and Red Crescent Day (Red Cross Week) International Day against Homophobia and Transphobia</p>	<p>World Environment Day Healthy Eating Week My Money Week National School Sport Week</p>