



# Stokeinteignhead Primary School

## YEAR A: Year 2 Long Term Overview

Subject	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B	
English	<b>Poetry:</b> <i>Tell Me a Dragon</i> by Jackie Morris <b>Fiction:</b> <i>The Dragon Machine</i> by Helen Ward	<b>Non-Fiction: Biography</b> <i>Amelia Earhart</i> by Isabel Sanchez Vigara <b>Fiction:</b> <i>Fatou Fetch the Water</i> by Neil Griffiths	<b>Poetry: Ready, Steady, Go!</b> by Mo Farah <b>Non-Fiction: Instructions:</b> <i>Grow Your Own Lettuce</i> by Helens Lanz	<b>Poetry:</b> <i>On the Road</i> by Susan Steggall <b>Fiction:</b> <i>Daisy Doodles</i> by Michelle Robinson et al.	<b>Dual text (Non-fiction/narrative):</b> <i>Think of an Eel</i> by Karen Wallace (March of the Penguins)	<b>Poetry: (Kennings)</b> <i>Posy</i> by Linda Newberry and Catherine Rayner <b>Non-Fiction:</b> <i>What Do You Do With a Tail Like This?</i> By Steve Jenkins	
Maths	<b>Number: Place Value</b> Numbers to 100 <b>Number: Addition and Subtraction</b> Numbers within 100 (including money) <b>Number: Multiplication</b>		<b>Number: Division</b> <b>Statistics</b> <b>Measurement: Length and Height</b> <b>Geometry</b> Shape, Position and direction <b>Number: Fractions</b> Fractions and consolidation		<b>Number</b> Consolidation <b>Measurement</b> Mass, Capacity and Temperature <b>Measurement</b> Time <b>Number</b> <b>Consolidation, problem solving and investigations</b>		
Science	<b>Living Things &amp; their Habitats</b> <b>Why would a dragon not make a good pet?</b> <ul style="list-style-type: none"> <li>Can they match certain living things to the habitats they are found in?</li> <li>Can they explain the differences between living and non-living things?</li> <li>Can they describe some of the life processes common to plants and animals, including humans?</li> <li>Can they decide whether something is living, dead or non-living?</li> <li>Can they describe how a habitat provides for the basic needs of things living there?</li> <li>Can they describe a range of different habitats?</li> <li>Can they describe how plants and animals are suited to their habitat?</li> </ul>	<b>Uses of Everyday Materials</b> <b>What is the school made of?</b> <ul style="list-style-type: none"> <li>Can they describe the simple physical properties of a variety of everyday materials?</li> <li>Can they compare and group together a variety of materials based on their simple physical properties?</li> <li>Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching)</li> <li>Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam)</li> <li>Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses?</li> <li>Can they explain how things move on different surfaces?</li> </ul>	<b>Animals, including Humans</b> <b>How could I be the next Olympic champion?</b> <ul style="list-style-type: none"> <li>Can they describe what animals need to survive?</li> <li>Can they explain that animals grow and reproduce?</li> <li>Can they explain why animals have offspring which grow into adults?</li> <li>Can they describe the life cycle of some living things? (e.g. egg, chick, chicken)</li> <li>Can they explain the basic needs of animals, including humans for survival? (water, food, air)</li> <li>Can they describe why exercise, balanced diet and hygiene are important for humans?</li> </ul>		<b>Plants</b> <b>How can you be the next master chef?</b> <ul style="list-style-type: none"> <li>Can they describe what plants need to survive?</li> <li>Can they observe and describe how seeds and bulbs grow into mature plants?</li> <li>Can they find out &amp; describe how plants need water, light and a suitable temperature to grow and stay healthy?</li> </ul>		<b>Sound &amp; Hearing</b> <b>Where did that racket come from?</b> <ul style="list-style-type: none"> <li>Can they observe and name a variety of sources of sound, noticing that we hear with our ears?</li> <li>Can they recognise that sounds get fainter as the distance from the sound source increases?</li> </ul>
<b>Working Scientifically/Investigations (Objectives run throughout topics)</b>							
<b>Observing Closely</b> <ul style="list-style-type: none"> <li>Can they use to help them answer questions?</li> </ul>		<b>Performing Tests</b> <ul style="list-style-type: none"> <li>Can they carry out a simple fair test?</li> <li>Can they explain why it might not be fair to compare two things?</li> </ul>		<b>Identifying and Classifying</b> <ul style="list-style-type: none"> <li>Can they organise things into groups?</li> <li>Can they find simple patterns (or associations)?</li> </ul>		<b>Recording Findings</b> <ul style="list-style-type: none"> <li>Can they use to record their observations?</li> <li>Can they measure using?</li> </ul>	

	<ul style="list-style-type: none"> <li>• Can they use some scientific words to describe what they have seen and measured?</li> <li>• Can they compare several things?</li> <li>• Can they suggest ways of finding out through listening, hearing, smelling, touching and tasting?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they say whether things happened as they expected?</li> <li>• Can they suggest how to find things out?</li> <li>• Can they use prompts to find things out?</li> <li>• Can they say whether things happened as they expected and if not why not?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify animals and plants by a specific criterion, e.g., lay eggs or not; have feathers or not?</li> <li>• Can they suggest more than one way of grouping animals and plants and explain their reasons?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use information from books and online information to find things out?</li> </ul>
History	<p><b>Significant people in history (Autumn B)</b> <b>How did Amelia Earhart Change the World?</b></p> <p><b>Black History Month – Curriculum Focus Week</b></p> <ul style="list-style-type: none"> <li>• To consider what an explorer might need to take on a voyage of discovery.</li> <li>• To find out about the life of Amelia Earhart and consider why we still talk about her today.</li> <li>• To find out about the history of flight and aviation.</li> <li>• To understand why Amelia Earhart's voyages and expeditions would have been very dangerous.</li> <li>• To consider how Amelia Earhart made the world a better place.</li> <li>• To understand the significance of Amelia Earhart being a female explorer and aviator and why we should be proud of her.</li> <li>• To understand the word 'discrimination'.</li> <li>• To think about questions we might have Amelia Earhart about her experiences.</li> </ul>	<p><b>Events beyond living memory (Spring B)</b> <b>Who Started the Great Fire of London?</b></p> <p><b>Local History:</b> What was our school like in the Victorian era?</p> <ul style="list-style-type: none"> <li>• To compare past and present-day London.</li> <li>• To understand differences between the ways that people lived in different periods.</li> <li>• To use research skills to find out about the life of Samuel Pepys</li> <li>• To understand where and when the Great Fire of London started.</li> <li>• To understand the events of the Great Fire of London.</li> <li>• To sequence the key events of The Great Fire of London.</li> <li>• To find out why the fire spread so quickly and stayed alight for so long.</li> <li>• To write about the key events of the Great Fire of London.</li> <li>• To reflect upon and evaluate what has been discovered about the Great Fire of London.</li> </ul>	<p><b>Changes within living memory (Summer B)</b> <b>What Was it Like When the Queen Was Crowned?</b></p> <ul style="list-style-type: none"> <li>• To understand the meaning of the word 'coronation'.</li> <li>• To find out what happened at Queen Elizabeth II's coronation in 1953.</li> <li>• To find out about what children would have done after school in 1953.</li> <li>• To find out about aspects of popular culture in 1953, e.g. clothing and fashion, music, homes and houses, etc.</li> <li>• To find out how much their basket of shopping might have cost in 1953 and compare food items to those that might be bought today.</li> <li>• To try some popular recipes from 1953.</li> <li>• To consider key events that have taken place in the UK and across the world since the Queen was crowned.</li> </ul>	
	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>• Can they use words and phrases like: 'before I was born', 'when I was younger'?</li> <li>• Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</li> <li>• Can they use the words 'past' and 'present' correctly?</li> <li>• Can they use a range of appropriate words and phrases to describe the past?</li> <li>• Can they sequence a set of events in chronological order and give reasons for their order?</li> <li>• Can they sequence a set of objects in chronological order and give reasons for their order?</li> <li>• Can they sequence events about the life of a famous person?</li> <li>• Can they try to work out how long ago an event happened?</li> </ul> <p><b>Knowledge and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Can they recount the life of someone famous from outside Britain who lived in the past giving attention to what they did earlier and what they did later?</li> <li>• Can they recount some interesting facts from an historical event?</li> <li>• Can they explain why someone in the past acted in the way they did?</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Can they find out something about the past by talking to an older person?</li> <li>• Can they answer questions by using a specific source, such as an information book?</li> </ul>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>• Can they use words and phrases like: 'before I was born', 'when I was younger'?</li> <li>• Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</li> <li>• Can they use the words 'past' and 'present' correctly?</li> <li>• Can they use a range of appropriate words and phrases to describe the past?</li> <li>• Can they sequence a set of events in chronological order and give reasons for their order?</li> <li>• Can they sequence a set of objects in chronological order and give reasons for their order?</li> <li>• Can they sequence events about their own life?</li> <li>• Can they try to work out how long ago an event happened?</li> </ul> <p><b>Knowledge and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Can they recount the life of someone famous from Britain who lived in the past, giving attention to what they did earlier and what they did later?</li> <li>• Can they recount some interesting facts from an historical event?</li> <li>• Can they explain why someone in the past acted in the way they did?</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Can they answer questions by using a specific source, such as an information book?</li> <li>• Can they research the life of a famous Briton from the past using different resources to help them?</li> <li>• Can they research about a famous event that happens in Britain?</li> <li>• Can they say at least two ways they can find out about the past, for example using books and the internet?</li> </ul>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>• Can they use words and phrases like: 'before I was born', 'when I was younger'?</li> <li>• Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</li> <li>• Can they use the words 'past' and 'present' correctly?</li> <li>• Can they use a range of appropriate words and phrases to describe the past?</li> <li>• Can they sequence a set of events in chronological order and give reasons for their order?</li> <li>• Can they sequence a set of objects in chronological order and give reasons for their order?</li> <li>• Can they sequence events about their own life?</li> <li>• Can they try to work out how long ago an event happened?</li> </ul> <p><b>Knowledge and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Can they recount the life of someone famous from Britain who lived in the past, giving attention to what they did earlier and what they did later?</li> <li>• Can they give examples of things that are different in their life from that of their grandparents when they were young?</li> <li>• Can they explain why Britain has a special history by naming some famous events and some famous people?</li> <li>• Can they explain what is meant by a parliament?</li> <li>• Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as 1953?</li> <li>• Can they explain why their locality (as wide as it needs to be) is associated with a special historical event?</li> <li>• Can they explain what is meant by a democracy and why it is a good thing?</li> </ul> <p><b>Historical Enquiry</b></p>	

	<ul style="list-style-type: none"> <li>•Can they research the life of a famous non-Briton from the past using different resources to help them?</li> <li>•Can they say at least two ways they can find out about the past, for example using books and the internet?</li> <li>•Can they explain why eye-witness accounts may vary?</li> <li>•Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they explain why eye-witness accounts may vary?</li> </ul>	<ul style="list-style-type: none"> <li>Can they find out something about the past by talking to an older person?</li> <li>•Can they answer questions by using a specific source, such as an information book?</li> <li>•Can they research the life of a famous Briton from the past using different resources to help them?</li> <li>•Can they research about a famous event that happens in Britain and why it has been happening for some time?</li> <li>•Can they say at least two ways they can find out about the past, for example using books and the internet?</li> <li>•Can they explain why eye-witness accounts may vary?</li> </ul>
Geography	<b>Place Knowledge (Autumn A)</b> <b>Where would you prefer to live – the UK or Kenya?</b>	<b>Location Knowledge (Spring A)</b> <b>Why is the Earth like a jigsaw puzzle?</b>	<b>Human &amp; Physical (Summer A)</b> <b>Why do we love to be beside the seaside?</b>
	<b>Local Geography:</b> What would George/the Dragons find exciting about our village?		
	<ul style="list-style-type: none"> <li>• Locate the continent of Africa and Europe on a world map.</li> <li>• Locate key countries in Africa, including Kenya.</li> <li>• Identify the position of the UK in Europe.</li> <li>• Find out about the climate and weather in Kenya and how this compares to the UK climate and weather.</li> <li>• Understand that climate is influenced by position of country in relation to poles and equator.</li> <li>• Be able to identify animals native to African continent and Kenya.</li> <li>• Use directional language to describe where things are on a map and use the four compass points to describe where things are on a map.</li> <li>• Use appropriate vocabulary to describe the physical geography of Kenya.</li> <li>• Identify features such as mountains, valleys, volcanoes, fields, towns, villages and cities?</li> <li>• Know that there are different lifestyles and cultures within Kenya.</li> <li>• Describe the lifestyle and culture of some Kenyan people.</li> <li>• Identify similarities and differences between life in the Maasai tribe and life in the UK.</li> <li>• Identify differences between Kenya and the UK.</li> <li>• Identify similarities between Kenya and the UK.</li> <li>• Identify ways in which their life is similar to and different from the life of a Kenyan child.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to locate Europe on a world map and identify some of its countries and features.</li> <li>• To be able to locate Asia on a world map and explore the features and characteristics of China.</li> <li>• To be able to locate Australia on a world map and identify some of its features and characteristics.</li> <li>• To be able to locate Africa on a world map and explore the features and characteristics of Kenya.</li> <li>• To be able to identify North America on a world map and explore the characteristics and features of the USA.</li> <li>• To be able to locate South America on a world map and explore the features and characteristics of Brazil.</li> <li>• To be able to locate Antarctica on a world map and identify some of its features and characteristics.</li> <li>• To be able to name the seven continents of the world and locate the UK on a world map.</li> <li>• To be able to identify the countries and capital cities of the UK.</li> <li>• To be able to identify features and characteristics of the countries of the UK.</li> <li>• To explore the village or school is in.</li> </ul>	<ul style="list-style-type: none"> <li>• To locate and identify oceans and continents.</li> <li>• Use a map to find seaside locations.</li> <li>• To use aerial photographs to identify the features of seaside locations.</li> <li>• To find out about British beaches and locate seaside resorts in each of the four countries of the UK.</li> <li>• To find out about British seas.</li> <li>• Use a map to identify the main British islands.</li> <li>• Understand the location of hot and cold islands in the world.</li> <li>• To use fieldwork skills to find out about a place.</li> <li>• To compare a British beach with one from another country.</li> <li>• To use compass points to move around a map.</li> <li>• Understand what seaside holidays and resorts were like in the past and the present.</li> </ul>
<b>Geographical Enquiry</b> <ul style="list-style-type: none"> <li>•Can they label a diagram or photograph using some geographical words?</li> <li>•Can they find out about a contrasting locality like Africa by using different sources of evidence?</li> <li>•Can they find out about Africa by asking some relevant questions to someone else?</li> <li>•Can they say what they like and don't like about their locality and another locality like Africa?</li> <li>•Can they make plausible predictions about what the weather may be like in different parts of the world?</li> </ul> <b>Physical Geography</b> <ul style="list-style-type: none"> <li>•Can they explain what makes a locality special?</li> </ul>	<b>Physical Geography</b> <ul style="list-style-type: none"> <li>•Can they describe some of the features associated with an island?</li> <li>•Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?</li> <li>•Can they find the longest and shortest route using a map?</li> </ul> <b>Geographical Knowledge</b> <ul style="list-style-type: none"> <li>•Can they name the continents of the world and find them in an atlas?</li> <li>•Can they name the world's oceans and find them in an atlas?</li> <li>•Can they name the major cities of England, Wales, Scotland and Ireland?</li> <li>•Can they find where they live on a map of the UK?</li> </ul>	<b>Geographical Enquiry</b> <ul style="list-style-type: none"> <li>•Can they label a diagram or photograph using some geographical words?</li> <li>•Can they find out about a locality by using different sources of evidence?</li> <li>•Can they find out about a locality by asking some relevant questions to someone else?</li> <li>•Can they say what they like and don't like about their locality and another locality like the seaside?</li> </ul> <b>Physical Geography</b> <ul style="list-style-type: none"> <li>•Can they explain what makes a locality special?</li> </ul> <b>Human Geography</b> <ul style="list-style-type: none"> <li>Do they think that people ever spoil the area? How?</li> <li>•Do they think that people try to make the area better? How?</li> </ul>	

	<ul style="list-style-type: none"> <li>•Can they describe a place outside Europe using geographical words?</li> <li>•Can they describe the key features of a place, using words like, 'beach', 'coast', 'forest', 'hill', 'mountain', 'ocean', 'valley'?</li> <li>•Can they use a map, photographs, film or plan to describe Africa?</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>•Can they explain how the jobs people do may be different in different parts of the world?</li> <li>•Do they think that people ever spoil the area? How?</li> <li>•Do they think that people try to make the area better? How?</li> <li>•Can they explain how the weather affects different people?</li> </ul> <p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>•Can they name the continents of the world and find them in an atlas?</li> <li>•Can they locate some of the world's major rivers and mountain ranges?</li> <li>•Can they point out the North, South, East and West associated with maps and compass?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they locate some of the world's major rivers and mountain ranges?</li> <li>•Can they point out the North, South, East and West associated with maps and compass?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they explain what facilities a town or village might need?</li> </ul>			
<p><b>Art</b></p>	<p><b>PRINTING/USE OF IT</b>  <b>African Patterns (link to Geography and Computing)</b>  <b>Autumn A</b></p> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>•Can they create a print using pressing, rolling, rubbing and stamping?</li> <li>•Can they create a print like a designer?</li> </ul> <p><b>IT</b></p> <ul style="list-style-type: none"> <li>•Can they create a picture independently?</li> <li>•Can they use simple IT mark-making tools, e.g. brush and pen tools?</li> <li>•Can they edit their own work?</li> <li>•Can they take different photographs of themselves displaying different moods?</li> <li>•Can they change their photographic images on a computer?</li> </ul>	<p><b>COLLAGE</b>  <b>(taught through Science)</b>  <b>Autumn B</b></p> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>•Can they create individual and group collages?</li> <li>•Can they use different kinds of materials on their collage and explain why they have chosen them?</li> <li>•Can they use repeated patterns in their collage?</li> </ul>	<p><b>DRAWING/3D</b>  <b>Architecture and Buildings</b>  <b>(link to history and geography)</b>  <b>Spring A</b></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>•Can they use three different grades of pencil in their drawing (4B, 8B, HB)?</li> <li>•Can they use charcoal, pencil and pastels?</li> <li>•Can they create different tones using light and dark?</li> <li>•Can they show patterns and texture in their drawings?</li> <li>•Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</li> </ul> <p><b>3D</b></p> <ul style="list-style-type: none"> <li>•Can they make a clay pot?</li> <li>•Can they join two finger pots together?</li> <li>•Can they add line and shape to their work?</li> </ul>		<p><b>PAINTING</b>  <b>Seascape Art: Emily Powell</b>  <b>(link to geography)</b>  <b>Summer A</b></p> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>•Can they mix paint to create all the secondary colours?</li> <li>•Can they mix and match colours, predict outcomes?</li> <li>•Can they mix their own brown?</li> <li>•Can they make tints by adding white?</li> <li>•Can they make tones by adding black?</li> </ul>	<p><b>TEXTILES</b>  <b>Design and Make Clothing</b>  <b>(link to DT &amp; English)</b>  <b>Summer B</b></p> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>•Can they join fabric using glue?</li> <li>•Can they sew fabrics together?</li> <li>•Can they create part of a class patchwork?</li> </ul>
<p><b>(Objectives run throughout all art units of learning)</b></p> <p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>• Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using 'annotation' in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work?</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Can they link colours to natural and man-made objects? • Can they say how other artist/craft maker/designer have used colour, pattern and shape? • Can they create a piece of work in response to another artist's work?</li> </ul>						

DT	<b>MECHANISMS</b> <b>Transport</b> <b>(link to history)</b> <b>Autumn B</b>		<b>COOKING &amp; NUTRITION</b> <b>Making Pizza</b> <b>(linked to English –</b> <b>Instructions)</b> <b>Spring A</b>		<b>CONSTRUCTION &amp; USE OF</b> <b>MATERIALS</b> <b>Making Buildings</b> <b>(link to history)</b> <b>Spring B</b>		<b>TEXTILES</b> <b>Making Clothing</b> <b>(link to English and art)</b> <b>Summer B</b>	
	<b>Mechanisms</b> <ul style="list-style-type: none"> <li>•Can they join materials together as part of a moving product?</li> <li>•Can they add some kind of design to their product?</li> </ul>		<b>Cooking and nutrition</b> <ul style="list-style-type: none"> <li>•Can they describe the properties of the ingredients they are using?</li> <li>•Can they explain what it means to be hygienic?</li> <li>•Are they hygienic in the kitchen?</li> </ul>		<b>Construction</b> <ul style="list-style-type: none"> <li>•Can they make sensible choices as to which material to use for their constructions?</li> <li>•Can they develop their own ideas from initial starting points?</li> <li>•Can they incorporate some type of movement into models?</li> <li>•Can they consider how to improve their construction?</li> </ul> <b>Use of materials</b> <ul style="list-style-type: none"> <li>•Can they measure materials to use in a model or structure?</li> <li>•Can they join material in different ways?</li> <li>•Can they use joining, folding or rolling to make it stronger?</li> </ul>		<b>Textiles</b> <ul style="list-style-type: none"> <li>•Can they measure textile?</li> <li>•Can they join textiles together to make something?</li> <li>•Can they cut textiles?</li> <li>•Can they explain why they chose a certain textile?</li> </ul>	
	<b>DT Objectives Covered Throughout All Units of Learning</b>							
<b>Developing, planning and communicating ideas</b> <ul style="list-style-type: none"> <li>•Can they think of ideas and plan what to do next?</li> <li>•Can they choose the best tools and materials? Can they give a reason why these are best?</li> <li>•Can they describe their design by using pictures, diagrams, models and words?</li> </ul>			<b>Working with tools, equipment, materials and components to make quality products</b> <ul style="list-style-type: none"> <li>•Can they join things (materials/ components) together in different ways?</li> </ul>			<b>Evaluating processes and products</b> <ul style="list-style-type: none"> <li>•Can they explain what went well with their work?</li> <li>•If they did it again, can they explain what they would improve?</li> </ul>		
<b>Computing</b> <b>(Purple Mash)</b>	<b>Creating Pictures</b> <b>Unit 2.6</b> <b>(5 weeks)</b> <ul style="list-style-type: none"> <li>• To be introduced to 2Paint A Picture. To look at the impressionist style of art (Monet, Degas, Renoir).</li> <li>• To recreate pointillist art and look at the work of pointillist artists such as Seurat.</li> <li>• To look at the work of Piet Mondrian and recreate it using the Lines template.</li> </ul>	<b>Presenting Ideas</b> <b>Unit 2.8</b> <b>(4 weeks)</b> <ul style="list-style-type: none"> <li>• To explore how a story can be presented in different ways.</li> <li>• To make a quiz about a story or class topic.</li> <li>• To make a fact file on a non-fiction topic.</li> <li>• To make a presentation to the class.</li> </ul>	<b>Online Safety</b> <b>Unit 2.2</b> <b>(2 weeks)</b> <ul style="list-style-type: none"> <li>• To know how to refine searches using the Search tool.</li> <li>• To have some knowledge and understanding about sharing more globally on the Internet.</li> <li>• To introduce Email as a communication tool using 2Respond simulations.</li> <li>• To understand how we talk to others when they aren't there in front of us.</li> </ul>	<b>Questioning</b> <b>Unit 2.4</b> <b>(5 weeks)</b> <ul style="list-style-type: none"> <li>• To show that the information provided on pictogram is of limited use beyond answering simple questions.</li> <li>• To use YES or No questions to separate information.</li> <li>• To construct a binary tree to separate different items. Use 2Question (a binary tree) to answer questions.</li> </ul>	<b>Effective Searching</b> <b>Unit 2.5</b> <b>(3 weeks)</b> <ul style="list-style-type: none"> <li>• To understand the terminology associated with searching.</li> <li>• To gain a better understanding about searching on the Internet.</li> <li>• To create a leaflet to help someone search for information on the Internet, the Internet.</li> </ul>	<b>Coding</b> <b>Unit 2.1</b> <b>(5weeks)</b> <ul style="list-style-type: none"> <li>• To understand what an algorithm is.</li> <li>• To create a computer program using simple algorithms.</li> <li>• To use the button object.</li> <li>• To understand how use the Repeat and Timer command.</li> <li>• To know what debugging means.</li> <li>• To debug simple programs.</li> <li>• To predict what the objects will do in other programs, based on their knowledge of what</li> </ul>	<b>Making Music</b> <b>Unit 2.7</b> <b>(3 weeks)</b> <ul style="list-style-type: none"> <li>• To be introduced to making music digitally using 2Sequence.</li> <li>• To explore, edit and combine sounds using 2Sequence.</li> <li>• To add sounds to a tune they've already created to change it.</li> <li>• To think about how music can be used to express feelings and create tunes which depict feelings.</li> </ul>	<b>Spreadsheets</b> <b>Unit 2.3</b> <b>(4 weeks)</b> <ul style="list-style-type: none"> <li>• To review prior use of spreadsheets.</li> <li>• To use copying and pasting.</li> <li>• To use totalling tools.</li> <li>• To use a spreadsheet to add amounts.</li> <li>• To create a table and block graph.</li> </ul>

<ul style="list-style-type: none"> <li>To look at the work of William Morris and recreate it using the Patterns template.</li> <li>To explore surrealism and eCollage</li> </ul>		<ul style="list-style-type: none"> <li>To open and send simple online communications in the form of email.</li> <li>To understand that information put online leaves a digital footprint or trail.</li> <li>To begin to think critically about the information they leave online.</li> <li>To identify the steps that can be taken to keep personal data and hardware secure.</li> </ul>	<ul style="list-style-type: none"> <li>To use a database to answer more complex search questions.</li> <li>To use the search tool to find information.</li> </ul>		<p>the object is capable of.</p> <ul style="list-style-type: none"> <li>To use all the coding knowledge, they have learned throughout their programming lessons to create a more complex program that tells a story.</li> </ul>	<ul style="list-style-type: none"> <li>To upload a sound from a bank of sounds into the Sounds section.</li> <li>To record their own sound and upload it into the Sounds section.</li> <li>To create their own tune using the sounds which they have added to the Sounds section.</li> </ul>	
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**E-Safety  
(Purple Mash)**

**E-Safety  
(Google Legends)**

PSHE (Jigsaw)	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PSHE Knowledge Year 2	<ul style="list-style-type: none"> <li>Understand the rights and responsibilities of class members</li> <li>Know about rewards and consequences and that these stem from choices</li> <li>Know that it is important to listen to other people</li> <li>Understand that their own views are valuable</li> <li>Know that positive choices impact positively on self-learning and the learning of others</li> <li>Identifying hopes and fears for the year ahead</li> </ul>	<ul style="list-style-type: none"> <li>Know the difference between a one-off incident and bullying</li> <li>Know that sometimes people get bullied because of difference</li> <li>Know that friends can be different and still be friends</li> <li>Know there are stereotypes about boys and girls</li> <li>Know where to get help if being bullied</li> <li>Know that it is OK not to conform to gender stereotypes</li> <li>Know it is good to be yourself</li> <li>Know the difference between right and wrong and the role that choice has to play in this</li> </ul>	<ul style="list-style-type: none"> <li>Know how to choose a realistic goal and think about how to achieve it</li> <li>Know that it is important to persevere</li> <li>Know how to recognise what working together well looks like</li> <li>Know what good group-working looks like</li> <li>Know how to share success with other people</li> </ul>	<ul style="list-style-type: none"> <li>Know what their body needs to stay healthy</li> <li>Know what relaxed means</li> <li>Know why healthy snacks are good for their bodies</li> <li>Know which foods given their bodies energy</li> <li>Know that it is important to use medicines safely</li> <li>Know what makes them feel relaxed/stressed</li> <li>Know how medicines work in their bodies</li> <li>Know how to make some healthy snacks</li> </ul>	<ul style="list-style-type: none"> <li>Know that there are lots of forms of physical contact within a family</li> <li>Know how to stay stop if someone is hurting them</li> <li>Know there are good secrets and worry secrets and why it is important to share worry secrets</li> <li>Know what trust is</li> <li>Know that everyone's family is different</li> <li>Know that families function well when there is trust, respect, care, love and co-operations</li> <li>Know some reasons why friends have conflicts</li> <li>Know that friendships have ups and downs and sometimes change with time</li> <li>Know how to use the Mending Friendships or Solve it together problem-solving methods</li> </ul>	<ul style="list-style-type: none"> <li>Know the physical differences between male and female bodies</li> <li>Know that private body parts are special and that no one has the right to hurt these</li> <li>Know who to ask for help if they are worried or frightened</li> <li>Know there are different types of touch and that some are acceptable and some are unacceptable</li> <li>Know the correct names for private body parts</li> <li>Know that life cycles exist in nature</li> <li>Know that aging is a natural process including old age</li> <li>Know that some changes are out of an individual's control</li> <li>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</li> </ul>

<p><b>PSHE Skills Year 2</b></p>	<ul style="list-style-type: none"> <li>• Know how to make their class a safe and fair place</li> <li>• Show good listening skills</li> <li>• Be able to work co-operatively</li> <li>• Recognise own feelings and know when and where to get help</li> <li>• Recognise the feeling of being worried</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how being bullied can make someone feel</li> <li>• Know how to stand up for themselves when they need to</li> <li>• Understand that everyone's differences make them special and unique</li> <li>• Understand that boys and girls can be similar in lots of ways and that is OK</li> <li>• Understand that boys and girls can be different in lots of ways and that is OK</li> <li>• Can choose to be kind to someone who is being bullied</li> <li>• Recognise that they shouldn't judge people because they are different</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how working with others can be helpful</li> <li>• Be able to work effectively with a partner</li> <li>• Be able to choose a partner with whom they work well</li> <li>• Be able to work as part of a group</li> <li>• Be able to describe their own achievements and the feelings linked to this</li> <li>• Recognise their own strengths as a learner</li> <li>• Recognise how it feels to be part of a group that succeeds and store this feeling</li> </ul>	<ul style="list-style-type: none"> <li>• Feel positive about caring for their bodies and keeping it healthy</li> <li>• Have a healthy relationship with food</li> <li>• Desire to make healthy lifestyle choices</li> <li>• Identify when a feeling is weak and when a feeling is strong</li> <li>• Express how it feels to share healthy food with their friends</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify the different roles and responsibilities in their family</li> <li>• Can recognise the value that families can bring</li> <li>• Can recognise and talk about the types of physical contact that is acceptable or unacceptable</li> <li>• Can identify the negative feelings associated with keeping a worry secret</li> <li>• Can identify who they trust in their own relationships</li> <li>• Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict</li> <li>• Can identify the feelings associated with trust</li> <li>• Can give and receive compliments</li> <li>• Can say who they would go to for help if they were worried or scared</li> </ul>	<ul style="list-style-type: none"> <li>• Can say who they would go to for help if worried or scared</li> <li>• Can say what types of touch they find comfortable/uncomfortable</li> <li>• Be able to confidently ask someone to stop if they are being hurt or frightened</li> <li>• Can appreciate that changes will happen and that some can be controlled and others not</li> <li>• Be able to express how they feel about changes</li> <li>• Show appreciation for people who are older</li> <li>• Can recognise the independence and responsibilities they have now compared to being a baby or toddler</li> <li>• Can say what greater responsibilities and freedoms they may have in the future</li> <li>• Can say what they are looking forward to in the next year</li> </ul>
<p><b>R.E.</b></p>	<p><b>1.4 What is the 'good news' Christians believe Jesus brings? (Gospels)</b></p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'</li> <li>• Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians</li> <li>• Recognise that Jesus gives instructions to people about how to behave</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless</li> </ul>	<p><b>1.7 Who is Jewish and how do they live?</b></p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Recognise the words of the Shema as a Jewish prayer</li> <li>• Retell simply some stories used in Jewish celebrations (e.g. Chanukah)</li> <li>• Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>• Make links between Jewish ideas of God found in the stories and how people live</li> <li>• Give an example of how some Jewish people might remember God in different</li> </ul>	<p><b>1.8 What makes some places sacred to believers?</b></p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>• Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</li> <li>• Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</li> </ul>	<p><b>1.5 Why does Easter matter to Christians? (Salvation)</b></p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Recognise that Incarnation and Salvation are part of a 'big story' of the Bible</li> <li>• Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</li> <li>• Recognise that Jesus gives instructions about how to behave</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</li> </ul> <p><b>Make connections:</b></p>	<p><b>1.10 What does it mean to belong to a faith community?</b></p> <p><b>Make sense of beliefs:</b></p> <ul style="list-style-type: none"> <li>• Recognise that loving others is important in lots of communities</li> <li>• Say simply what Jesus and one other religious leader taught about loving other people</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</li> <li>• Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences</li> <li>• Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</li> </ul>	

	<ul style="list-style-type: none"> <li>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas</li> </ul>	<p>ways (e.g. mezuzah, on Shabbat)</p> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</li> <li>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</li> </ul>	<ul style="list-style-type: none"> <li>Give simple examples of how people worship at a church, mosque or synagogue</li> <li>Talk about why some people like to belong to a sacred building or a community</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</li> <li>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</li> </ul>		
<b>Music Music (Charanga) Y2 Focus</b>	<b>Hands, Feet, Heart</b> (South African music)	<b>Ho, Ho, Ho</b> (Rap music)	<b>I Wanna Play in a Band</b> (Study of Rock music)	<b>Zoo time</b> (Study of reggae)	<b>Friendship Song</b> (Pop music)	<b>Reflect, Rewind and Replay</b>
	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Do they sing in tune with expression?</li> <li>Do they control their voice when singing?</li> <li>Can they play clear notes on instruments?</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Can they use different elements in their composition?</li> <li>Can they create repeated patterns with different instruments?</li> <li>Can they compose melodies and songs?</li> <li>Can they create accompaniments for tunes?</li> <li>Can they combine different sounds to create a specific mood or feeling?</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>Can they improve their work; explaining how it has improved?</li> <li>Can they use musical words (the elements of music) to describe a piece of music and compositions?</li> <li>Can they use musical words to describe what they like and dislike?</li> <li>Can they recognise the work of at least one famous composer?</li> </ul>					
<b>P.E./Games</b>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>Can they use hitting, kicking and/or rolling in a game?</li> <li>Can they stay in a 'zone' during a game?</li> <li>Can they decide where the best place to be is during a game?</li> <li>Can they use one tactic in a game?</li> <li>Can they follow rules?</li> </ul>		<p><b>Games</b></p> <ul style="list-style-type: none"> <li>Can they use hitting, kicking and/or rolling in a game?</li> <li>Can they stay in a 'zone' during a game?</li> <li>Can they decide where the best place to be is during a game?</li> <li>Can they use one tactic in a game?</li> <li>Can they follow rules?</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Can they plan and show a sequence of movements?</li> <li>Can they use contrast in their sequences?</li> <li>Are their movements controlled?</li> <li>Can they think of more than one way to create a sequence which follows a set of 'rules'?</li> <li>Can they work on their own and with a partner to create a sequence?</li> </ul>		<p><b>Games</b></p> <ul style="list-style-type: none"> <li>Can they use hitting, kicking and/or rolling in a game?</li> <li>Can they stay in a 'zone' during a game?</li> <li>Can they decide where the best place to be is during a game?</li> <li>Can they use one tactic in a game?</li> <li>Can they follow rules?</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Can they dance imaginatively?</li> <li>Can they change rhythm, speed, level and direction?</li> <li>Can they dance with control and co-ordination?</li> <li>Can they make a sequence by linking sections together?</li> <li>Can they link some movements to show a mood or feeling?</li> </ul>	
	<p><b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>Can they copy and remember actions?</li> <li>Can they repeat and explore actions with control and coordination?</li> </ul> <p><b>Evaluating and improving</b></p>					
	<p><b>Year 2 (Continuous throughout the year)</b></p>					

	<ul style="list-style-type: none"> <li>• Can they talk about what is different between what they did and what someone else did?</li> <li>• Can they say how they could improve?</li> </ul> <p><b>Health and fitness</b></p> <ul style="list-style-type: none"> <li>• Can they show how to exercise safely?</li> <li>• Can they describe how their body feels during different activities?</li> <li>• Can they explain what their body needs to keep healthy?</li> </ul>
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<b>GLOBAL CITIZENSHIP</b>	<ul style="list-style-type: none"> <li>• Embedding Rights Respecting</li> <li>• Eco-Council</li> <li>• British Values</li> </ul>					
<b>CURRICULUM ENRICHMENT</b>	Hello Yellow Anti-Bullying PCSO Safety Assemblies	World Toilet Day Christmas Production Visit to local Community Centre Boulder Bunker	Children In Need	Just One Tree Project Eco-Summit Day World Book Day	Cultural Champion Visit Summer Production	Y2 Residential