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| **Year 2** |
|  | Term 1 | Term 2 | Term 3 |
| **Theme** |  **My friends and I** | **Stories from other cultures** | **Different families and homes** | **Adventure stories** | **Significant People** | **World around us and the environment** |
| **Book** | **The Lion inside** **(PSHE – me and my friends)** | **The Story Tree – Traditional Tales** | **The Lighthouse Keeper’s lunch –** **Grace Darling**  | **Dougal Deep sea Diver/Storm Whale****Under the sea -** | **The Great Fire of London/ Florence Nightingale** | **Lila and the Secret of Rain –**  |
| **Writing** | Descriptions:SettingsCharacter Recounts using interesting vocabulary | Traditional stories set in familiar settings.Poetry – free verseLetter writing – to persuade | Story writing maintaining storylineInstructional writing – making the picnic | Diary writing - Ordering events using time wordsPoetry writing - HaikuNewspaper report | Story writing using paragraphs about personal experiences – non fictionEditing workLondon landmarksNon-Chronological reports (Non-fiction)-research done independently. | Story writing with beginning middle and end*Explanation texts –* How things work.Poetry – Diamante |
| **Spelling** | Review year 1 (graphemes)ur (ir bird), igh (ie pie), oo (ue blue), yoo (u unicorn), oa (o go), igh (i tiger), ai (a paper), ee (e he)door, floor, poor, because, find, kind, mind, behind, child, children | Review year 1 (graphemes)The sound -o (other)Plural of words ending -ey-a after w and qu words (want)-o after w words (work)Television, usual, treasureWild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty | -le at the end of words-el at end of words-al at end of words-il at end of wordsSuffixes - -ment, -ness, -ful, -less and -lyBeautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve | -S sound spelt ‘c’ before e, I or y-Wr at the beginning of a word-or sound before l and ll (all)ContractionsPossessive apostropheSure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water | ‘dge’ and ‘ge’ wordsKn and gn at beginning of wordsHomophones Words ending in -tionAgain, half, money, Mr, Mrs, parentsOther misconceptions | Adding -es, -ed, -er, -est to nouns ending in -yAdding -ed, -ing, -er, -est, -y to word ending in -eAdding -ing, -ed, -er, -est, -y to words where consonant is doubled |
| **SPaG** |  Use full stops and capital letters  Adjectives Past tenseWriting in first or third personConjunctions co-ordinating – compound sentencesSequencing of sentences | Beginning to write in paragraphs.Capital letters for names and placesUse a range of different sentence openers.Present tense | Use commas in a list.Noun phrasesVerbsSequencingAdverbs of timeExclamation marks and question marks. Types of sentences  | Use the possessive apostrophe for a single person.Use adverbsComparable adjectives Contractions for apostrophe Rhetorical questions  | Use prefixes and suffixes subordinating (when, if, that, because) and coordinating (or, and, but) conjunctions Noun preciseOpen ended questionsConcluding exclamatory sentence | progressive verbsIntroduction to Progressive past tenseQuestions to form titles |
| **Reading** | Focus on decodingWord readingComprehension verbalProsodyMeanings of words and extending vocabulary | Written comprehensionInferencePredictionsequencingretrieval | Formal comprehension and Broadening vocabularyExpressing views on poetry and stories | Poetry recitalRetelling stories |
| **FBV** | Tolerance and respect | Democracy | Tolerance of those of different faiths and beliefs. The Rule of Law | Individual LibertyEnvironmental awareness  |
| **History** | **Significant events and people**I know about significant events in my locality(Black History Month – 1. Rosa Parks and 2. Mary Seacole Guy Fawkes/ Remembrance Day)HISTORICAL ENQUIRY  | I know how to recognise and make simple observations about who was important in an historical event/account.(Grace Darling) |  | **Chronological Knowledge**Sequence events and give reasons(before, after, past, present, then and now)**Historical Knowledge**1.Events beyond living memory: GFOL(King Charles 2/Samuel Pepys)2. Lives of significant individuals: Florence Nightingale and the Crimean WarI can compare aspects of life in different periods Events within living memory: Houses and homes**Continuity and Change**Similarities and differences between different ways of life Simple observations about different types of people, events and beliefs in society.How are things represented?HISTORICAL ENQUIRY |
| **Geography** | Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key. Use fieldwork and observational skills to study the key human and physical features of the school’s surrounding areas.Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world’s seven continents and five oceans. Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. | Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.I can use basic geographical vocabulary | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country |  |
| **Maths** | **Number** composition of number to 100Bridging 10Subtraction as difference | **Number Addition and Subtraction**Two digit and single digit numbers. Two digit and multiples of 10. **Multiplication and Division**Equal groupsCommutativity groups of 2 | **Multiplication and Division**Commutativity doubling and halving Times tables: Grouping 10s and 5sQuotative and partitive division. | **Addition and Subtraction**Two digit and Two-digit numbersNCETM & WRM**Shape**Properties of shape | **Fractions** Equal partsHalvesQuarters(Unit fractions)**Measure**Length, height, volume, weight  | **Position and Direction****Statistics****Measure**Time**Consolidation** |
| **Science** | Animals including humans(Start materials after Week 10) | Use of everyday materials -  | Plants | Living things in their habitats |
| **Art** | Use a range of materials creatively to design and make a collage based on The Lion Inside.Create a piece of art in response to the work of an artist and describe similarities and differences between their work and work of artist/designer. Self-portrait– based on Picasso and Esther Mahlangu (Black History). Use a range of materials such as charcoal, pencil and pastel. | Paint with smaller brushes developing brush control. Use secondary colours and mix. Make brown, explore tints and tones. Different ways to paint water (different artists and explore colour, pattern and shape)Use mouldable materials to join two pieces of moulding materials together to make a lighthouse. | Use paint to create a blended background using colour, pattern. Texture and create shape and space using collage materials to create a GFOL silhouette. |
| **Design and Technology** | Develop a design idea and a purpose for what they intend to design/makeDesign a friend for the mouse- puppets – glue then sew simple stitches |   | Develop a design idea and a purpose for what they intend to design/makeMake a healthy meal – peel and wash fruitsORExplore and use mechanisms (pulleys and levers) – design a basket for a classroom rope pulleyMake simple drawings and label parts - Drawing food – Wayne Thibald  | Assemble, join and combine materials to make a product - make a stereoscope to make a 3D image of an aerial photograph  | Measure, cut and score with some accuracy -Join and combine materials to make a cloakUse basic sewing techniques.  | Select from and use a wide range of materials and components, e.g. textiles, construction materials – make a model of Pudding Lane from cardboard, felt, painted papers |
| **Music** | Continue to develop skills learnt in Year 1 in order to:Sing a variety of songs.Play tuned and untuned instruments.Continue to develop skills learnt in Year 1 in order to:Listen with concentration to a range of music. Create, select and combine sounds using different dimensions of music. |  |  |  |  |
| PE | Dance, Gymnastics, invasion games, striking and fielding games, athletics, Net and wall games, fitness and healthy lifestyle. These are ongoing throughout the year. |
| **Computing** | Computing systems and networks | Creating Media-Digital photography | Creating Media-making music | Data and information-pictograms | Programming | Programming |
| **RHE** | Who are your VIP’sFamilyFriendsFalling outWorking togetherShowing care | Setting goalsTackling new challengesFeelings of successBeing thankful | The importance of exerciseOur bodiesGrowing upLook at me nowLife cycle of animals/ humans | Everybody’s differentTaking partFamiliesHomesSchool | Being safeStaying safe at homeRoad safetyStaying safe onlinePeople who can help | Rights and responsibilitiesProtecting our rightsRespecting other people’s rightsIs it fair? |
| **Experiential Learning**  | Outline of the United Kingdom in the playgroundDrumming workshop | Discovery centre Stratford???  | Making light house keepers’ lunch – sandwiches, basket etcPulley’s getting their lunch to the playground…… | Poetry CompetitionRabbi Kayser??Link to another school??? | Highgate Woods Visit to Central London on a boat/Buckingham Palace | Freshwater Theatre CompanySports DayGeography Trip |