

| Year 2 | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Curriculum Theme | Muck, Mess and Mixtures | Street Detectives | Scented Garden | Great Fire of London | Towers, Turrets and Tunnels | Beach Combers |
| Values 1 | Generosity | Compassion | Courage | Forgiveness | Friendship | Respect |
| Values 2 | Thankfulness | Trust | Perseverance | Justice | Service | Truthfulness |
| Maths | Place Value x3, Add and Sub x4 | Add and Subtract x2, Money x5, Consolidation x1. | Multiplication and division x4, Statistics x2, Geometry x1. | Geometry x2, Fractions x3, Measurement (Length and Height) x1, | Geometry (Multiplication and Division) x3, Problem Solving and Efficient Methods x2, Time x1. | Time x1, Measurement (Mass, Capacity and Temp) x3, Investigations x2., Consolidation x1. |
| English | Labels, Lists and Captions, Recipes, Poetry, Narrative, Leaflets. | Recounts, Captions, Nursery Rhymes, Instructions, Adverts, Diary Writing. | Recounts, Non-Chron reports, Instructions, Narratives, Information Books. | Narrative, Information Books, Descriptions, Poetry, Postcards. | Recounts, Reported Speech, Narratives, Letters, Posters. | Labels, Lists and Captions, Tongue Twisters, Narratives, Letters, Non-Fiction Books. |
| Topic | Muck, Mess and Mixtures | Street Detectives | Scented Garden | Great Fire of London | Towers, Turrets and Tunnels | Beach Combers |
| Science | <p>Materials (Science based topic)</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> | <p>Everyday Materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> | <p>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> | <p>Everyday Materials</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> | <p>Animals including humans</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of</p> | <p>Habitats</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> |

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| | | | | | different types of food, and hygiene. | <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> |
| <ul style="list-style-type: none"> • *Ask simple questions and recognise that they can be answered in different ways • *Observe closely, using simple equipment • *Perform simple tests • *Use their observations and ideas to suggest answers to questions • *Identify and classify • *Gather and record data to help in answering questions | | | | | | |
| Computing | <p>Coding and Online Safety</p> <p>-Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>-Use technology safely and respectfully, keeping personal information</p> | <p>Spreadsheets and Questioning</p> <p>-Create and debug simple programs.</p> <p>-Use logical reasoning to predict the behaviour of simple programs.</p> | <p>Effective Searching</p> <p>-Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> | <p>Creating Pictures</p> <p>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> | <p>Making Music</p> <p>-</p> | <p>Presenting Ideas</p> <p>-Recognise common uses of information technology beyond school.</p> |

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| | private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | | | | | |
| Music | <p><u>Muck, mess & mixtures</u> - learn George's Marvellous Medicine Rap; accompany with rhythmic ostinati & movement e.g. patsch, patsch, clap (shaving foam) using ingredients rhythms; choose appropriate percussion. Prepare & perform Harvest songs for festival in church.</p> <p>Compare Mozart's Classical Era music with Lloyds Webbers and also Purcell's Baroque music. How do they differ e.g. instrumentation, style and backgrounds of the composers.</p> | <p><u>Street Detectives</u> – 'Homes' and 'Far and Near' – echos. Sing a song with imitation, dynamics (loud and quiet) & good diction; accompany a song using tuned and untuned percussion instruments; listen & respond to a piece of music; learn, perform and accompany songs for KS1 nativity.</p> <p>Learn & perform a range of carols & songs for Harvest Festival and Christmas nativity production with percussion and actions.</p> | <p><u>The Scented Garden</u> - Use voices expressively and creatively singing songs and speaking chants and rhymes. Use Unit 11 Sunflowers from Carousel Primary Music 2 – control sounds made by voice & instruments; compose some 'growing' music; perform & appraise music compositions Listen to '<i>Appalachian Spring</i>' by Aaron Copland. Also try: Waltz of the Flowers from the Nutcracker Tchaikovsky; Flower Duet from Lakmé Delibes, Crisantemi by Puccini, Bruyères from Préludes by Debussy (link with Impressionism and Monet); Le Violette from Pirro e Demetrio by Scarlatti; The Tale of the Stone Flower by</p> | <p><u>Great Fire of London</u> Listen to and join in with traditional London songs. Songs and rhymes. Listen for mood and atmosphere in Mozart and Lloyd Webber music. Listen for long and short notes – 'Beachcombers' topic Listen to a range of growing/flower music inc. 'Appalachian Spring' by Aaron Copland.</p> | <p><u>Towers, tunnels and turrets</u> – Look at Hamilton Trust scheme re. Mozart and Lloyd Webber. 'Famous for more than Five Minutes Composers' https://www.hamilton-trust.org.uk/blog/study-music-and-musicians-ks1-and-ks2 Composers focus Mozart (Classical Era) and Lloyd Webber (20th Century). 'Famous for more than Five Minutes Composers'</p> | <p><u>Beachcombers</u> - Duration— Long and Short notes Learn simple songs about the beach/sea eg I do like to be beside the seaside. Create 'sea' music—what sounds could we create with instruments & make picture/graphic score that represents the sea soundscape *Learning new songs *Using voice to change pitch and timbre *Describe basic elements of music Beach Boys? Maybe use Carousel Year 3 Journeys unit? 'Beachcombers' topic – revisit the idea of graphic scores/pictures for music from Year 1. Make picture/graphic score that represents the sea</p> |

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| | | | <p>Prokofiev; A Spotless Rose by Howells; Les Roses d’Ispahan from Quatre Melodies by Fauré.</p> <p>Compose some ‘growing’ music; perform & appraise music compositions. Create ‘sea’ music— what sounds could we create with instruments?</p> | | | <p>soundscape you have composed.</p> |
| <p>History</p> | <p>ART/DT/Science based topic (see below).</p> | <p>Changes within living memory. Great Barford focus.</p> <p>Identify differences between ways of life at different times.</p> | <p>Science based topic.</p> | <p>Significant historical people Great Fire of London. Compare different versions/accounts of the event.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Compare 2 versions of a past event.</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Describe memories of key events in lives.</p> | <p>Castles and castle life and significant individuals e.g. Isambard Kingdom Brunel</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> | <p>Seasides in the past and significant individuals e.g. Queen Victoria.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photos/ accounts/stories.</p> <p>Sequence artefacts closer together in time check with reference book.</p> <p>Sequence photographs etc. from different periods of their life.</p> |

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| <p>Geography</p> | <p>ART/Science based topic</p> | <p>Fieldwork in the local area.</p> <p>Children encouraged for simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings Make appropriate observations about why things happen.</p> <p>Follow directions (as Y1 and inc'. NSEW).</p> <p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph).</p> <p>Begin to understand the need for a key. Use class agreed symbols to make a simple key.</p> <p>Follow a route on a map.</p> <p>Use a plan view.</p> | <p>Plants in the local environment.</p> | <p>Using and making maps, location knowledge and directions.</p> <p>Focus on London maps and location of the Great Fire of London.</p> <p>Locate and name on UK map major features e.g. London, River Thames, home location, seas.</p> <p>Find land/sea on globe.</p> <p>Use teacher drawn base maps.</p> <p>Use large scale OS maps.</p> <p>Use an infant atlas.</p> | <p>Amazing structures around the world.</p> | <p>Coastal features</p> <p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map).</p> <p>Make simple comparisons between features of different places.</p> <p>Understand and use key physical features: as Y1 and cliff, coast, ocean, soil, valley, vegetation Understand and use key human features: as Y1 and factory, office, port, harbour.</p> <p>Locate and name the world's seven continents and five oceans.</p> |
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| | | <p>Use an infant atlas to locate places.</p> <p>Look down on objects to make a plan view map.</p> | | | | |
| PE | <p><u>Fundamentals:</u></p> <ul style="list-style-type: none"> - To develop balance, stability and landing safely. - To explore how the body moves differently when running at different speeds. - To develop changing direction and dodging. - To develop and explore jumping, hopping and skipping actions. - To develop co-ordination and combining jumps. <p><u>Team building</u></p> <ul style="list-style-type: none"> - To follow instructions and work with others. - To co-operate and communicate in a small group to solve challenges. - To create a plan with a group to solve the challenges. - To communicate effectively and develop trust. - To work as a group to solve problems. | <p><u>Dance</u></p> <ul style="list-style-type: none"> - Exploring space and travel <p>To repeat, link and choose actions.</p> <ul style="list-style-type: none"> - Actions and rhythms <p>To create actions and accurately copy other's actions.</p> <ul style="list-style-type: none"> - The Circus <p>To copy, remember and repeat actions using facial expressions to show different characters.</p> <ul style="list-style-type: none"> - The Circus <p>To perform in unison creating shapes with a partner.</p> <ul style="list-style-type: none"> - Mirrors <p>To be able to mirror a partner and create ideas.</p> <ul style="list-style-type: none"> - The Rainforest <p>To copy, repeat and create actions in response to a stimulus.</p> <ul style="list-style-type: none"> - The Rainforest <p>To copy, create and perform actions considering dynamics.</p> <ul style="list-style-type: none"> - The Rainforest | <p><u>Sending and receiving</u></p> <ul style="list-style-type: none"> - To roll a ball towards a target. - To be able to track and receive a rolling ball. - To be able to stop, send and receive a ball with your feet. - To develop throwing and catching skills. - To develop throwing and catching skills. - To send and receive a ball using a racket. <p><u>Ball skills</u></p> <ul style="list-style-type: none"> - To be able to roll a ball to hit a target. - To develop co-ordination and be able to stop a rolling ball. - To develop technique and control when dribbling a ball with your feet. - To develop control and technique when kicking a ball. - To develop co-ordination and technique when throwing and catching. | <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> - To perform gymnastic shapes and link them together. - To be able to use shapes to create balances. - To be able to link travelling actions and balances using apparatus. - To demonstrate different shapes, take off and landings when performing jumps. - To develop rolling and sequence building. - To develop sequence work on apparatus <p><u>Swimming</u></p> <ul style="list-style-type: none"> - To develop confidence when entering and moving in the water. - To safely enter and exit the pool. - To develop confidence in the water. - To develop confidence when travelling in the water. - To begin to develop floating. | <p><u>Striking and fielding</u></p> <ul style="list-style-type: none"> - To be able to track a rolling ball and collect it. - To develop accuracy in underarm throwing and consistency in catching when fielding a ball. - To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. - To develop striking for distance and accuracy. - To develop decision making to get a batter out. - To develop decision making when under pressure. <p><u>Net and wall</u></p> <ul style="list-style-type: none"> - To develop racket familiarisation. - To develop placing an object. - To use the ready position to defend space on court. | <p><u>Athletics</u></p> <ul style="list-style-type: none"> - To develop the sprinting action. - To develop jumping for distance. - To develop technique when jumping for height. - To develop throwing for distance. - To develop throwing for accuracy. - To develop technique when taking part in an athletics carousel. <p><u>Invasion</u></p> <ul style="list-style-type: none"> - To understand what being in possession means and support a teammate to do this. - To use a variety of skills to score goals. - To develop stopping goals. - To learn how to gain possession of the ball. - To develop an understanding of marking an opponent. - To learn to apply simple tactics for attacking and defending. |

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| | <ul style="list-style-type: none"> - To work with a group to copy and create a basic map. | <p>To create a short dance phrase with a partner showing clear changes of speed.</p> <p><u>Target games</u></p> <ul style="list-style-type: none"> - To develop an understanding of target games and consider how much power to apply when aiming at a target. - To understand how to score in different target games using overarm throwing. - To develop understanding of different target games using the skill of kicking. - To develop striking to a target. - To develop hitting a moving target. - To select an appropriate skill to play a game | <ul style="list-style-type: none"> - To develop control and co-ordination when dribbling a ball with your hands. | <ul style="list-style-type: none"> - To develop confidence to submerge in the water. - To develop confidence when submerging. - To develop floating on front and back. - To develop the kicking action on front. - To develop the kicking action and introduce breathing. - To develop the arm action of pulling. - To develop the pulling arm action and begin to develop gliding on fronts. - To develop the kicking on action on backs and gliding on backs. - To consolidate skills learnt. To develop confidence and consistency in a range of skills. | <ul style="list-style-type: none"> - To develop returning a ball with hands. - To develop returning a ball using a racket. - To move an opponent to win a point. | |
| PSHE | Being me in my world | Celebrating difference | Dreams & Goals | <p>Healthy Me</p> <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> | Relationship | Changing me |
| RE | How and why we celebrate different times? | What can we learn from sacred books and stories? | How do we show we care for others? Why does it matter? | How do we show we care for the Earth? Why does it matter? | Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people? | What is the 'good news' Christians believe Jesus brings? |

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| <p>Art and Design Technology</p> | <p>Art: Printing, food landscape and mixed media, Pictures and Collages, Colour mixing, Clay. D.T: Food tasting, origins of food and healthy meals. ART Mix a range of secondary colours, shades and tones. Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Understand the safety and basic care of materials and tools. D.T (flapjacks) Follow safe procedures for food safety and hygiene.</p> | <p>Art: Famous artists Drawing, Painting, Collage D.T: Selecting tools and materials. ART Create textured collages from a variety of media. Experiment with, construct and join recycled, natural and man-made materials more confidently (houses). Understand the basic use of a sketchbook and work out ideas for drawings (holly close obs). Draw for a sustained period of time from the figure and real objects, incl: single and grouped objects (holly drawing). Understand the safety and basic care of materials and tools. D.T Measure, cut and score with some accuracy (houses). Begin to select tools and materials; use</p> | <p>Art: Observational drawing, Sculpture, Flower pressing D.T: Making fragrant products ART Explore shape and form. Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. D.T Develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Identify simple design criteria.</p> | <p>Art: Observational drawing, Printing D.T: Mechanism-structures ART Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques. Understand the safety and basic care of materials and tools. D.T Evaluate their products as they are developed, identifying strengths and possible changes they might make. Talk about their ideas, saying what they like and dislike about them. Make simple drawings and label parts.</p> | <p>Art: Sculpture using natural materials D.T: Making models of towers, bridges and tunnels. ART Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects. D.T Evaluate their products as they are developed, identifying strengths and possible changes they might make. Talk about their ideas, saying what they like and dislike about them. Use hand tools safely and appropriately.</p> | <p>Art: Sketching 3D modelling Sand art, Seascapes, Clay tiles. D.T: Finger Puppets ART Build a textured relief tile. Experiment with the visual elements; line, shape, pattern and colour. Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. D.T Evaluate their products as they are developed, identifying strengths and possible changes they might make. Talk about their ideas, saying what they like and dislike about them. Choose and use appropriate finishing techniques to improve the appearance of their product. Use basic sewing techniques (puppets). Cut, shape and join fabric to make a simple garment (puppets)</p> |
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| | | vocab' to name and describe them. | | | | Assemble, join and combine materials in order to make a product (puppets). |
| Curriculum Enrichment | Messy morning-lots of hands on products to touch and feel. | Village walk. | <p>Florist (parent) coming in to do flower display.</p> <p>Trip to Garden Centre/Florist?</p> <p>Artist in to teach drawing skills.</p> <p>Kate Southey from Kings Arm's Project (RE).</p> | | Visit to Castle Mound-Bedford? Mountfitchet castle? | Seaside Day at school. |