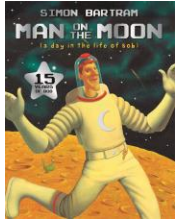

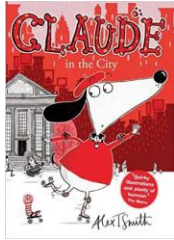
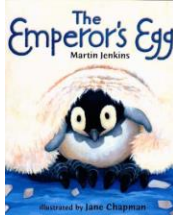


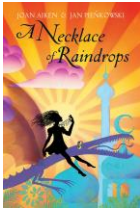





Year group: 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Space	Great Fire of London	Life in Polar Places	Significant Women	Europe	Hot Hot Hot!
Key Idea	What does the earth look like from the moon?	What was great about the Great Fire of London?	How can we change the world?	How have women shaped the world?	What makes a journey unforgettable?	Who and what lives at the hottest point?
	 		 	 		 
Core Texts	<p>- Man on the Moon by Simon Bartram</p> <p>- Orion and the Dark by Emma Yarlett</p>	<p>- Claude in the City by Alex T. Smith</p>	<p>- The Emperor's Egg by Martin Jenkins</p> <p>- Leaf by Sandra Dieckmann</p>	<p>-Rapunzel by Bethan Woolvin</p> <p>-A necklace of raindrops by Joan Aiken</p>	<p>- The Bee Who Spoke by Al MacCuish and Rebecca Gibbon</p>	<p>- Lila and the Secret of Rain by David Conway and Jude Daly</p> <p>- Zeraffa Giraffa by Dianne Hofmeyr</p>
Suggested Progression of Themes	<ol style="list-style-type: none"> 1. What is space? How is it different to Earth? 2. What are the parts of our solar system? 3. How do we travel in space? 4. Why do we go to space? What's the journey like? 	<ol style="list-style-type: none"> 1. What is a fire? How are fires created? 2. Fire safety and informing others. 3. How did The Great Fire of London start? 4. How is London in 1666 different to London now? 	<ol style="list-style-type: none"> 1. How do people live in cold environments? 2. What animals live in cold environments and how have they adapted to live in such hard conditions? 	<ol style="list-style-type: none"> 1. What medical developments have been made by women? 2. What is the role of nurses? 3. What do we need to do to look after ourselves? 4. What inspires me to make the 	<ol style="list-style-type: none"> 1. What is it like to go on a journey? What do you bring? 2. What countries are in Europe? 3. What are the capital cities in Europe? 4. How does the UK compare to other 	<ol style="list-style-type: none"> 1. What is it like to live somewhere where there is little rain? 2. How do animals adapt to such harsh environments? 3. What happens when the rain comes?

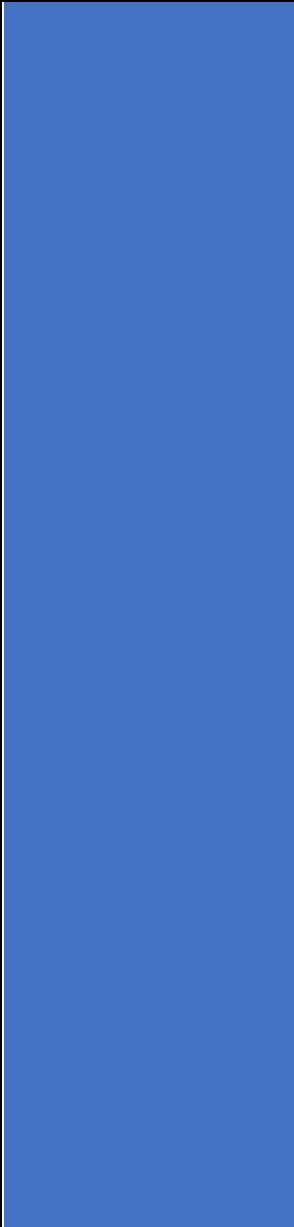
	PE Invasion games	PE Dance	3. How is the cold environment changing? 4. What can we do to help cold environments?	world a better place?	European countries?	4. How do the Massai people live?
			PE Gymnastics	PE Net and wall	PE Striking and fielding	PE Athletics
Current affairs/wider world opportunities)	Current Space Missions Topic day: Printing	Fire Safety Plastic and the environment Topic day: Fire engines	Climate change news Topic day: Junk Modelling	International Women's Day Topic day: International Women's Day	Climate change news and loss of habitats Topic day: Structures Impressionism	Looking after our environment Topic day: Food African masks/ Tinga Tinga
Cross-Curricular Links	English - Diary of an astronaut - Instructions - Postcards - Character description - Free verse poem	English - Character Description - Questions - Postcards - City poems	English - Non-fiction leaflet - Description - Narrative - Letter - Free verse poem	English - Writing in role - poetry - Explanatory writing - Letter -Story writing	English - Diary entry - Poetry - Instructions	English - Poetry - Narrative - Non-fiction leaflets - Speech -Character description
	Maths - Place Value - Addition and Subtraction	Maths -Money - Multiplication and Division	Maths - Multiplication and Division -statistics	Maths -shape -fractions	Maths -Length and height -Position and direction -Problem solving	Maths - time -mass, capacity, temperature

	STEM - Space	STEM - Use of everyday materials	STEM - Animals: Living things and their habitats.	STEM - Extraordinary Scientists	STEM - Animals: including humans, healthy eating	STEM -Adaptations
	RE - Creation Who made the world?	RE - Incarnation Why does Christmas matter to Christians?	RE - Gospel What is the good news that Jesus brings?	RE - Salvation Why does Easter matter to Christians?	RE - Islam Who is a Muslim and what do they believe?	RE - Islam Who is a Muslim and what do they believe?
	Music -Charanga: Y2 Freestyle topics Space Harvest Festival Song	Music -London's Burning recorder round Christmas production songs	Music -Charanga: Y2 Scheme I wanna play in a band.	Music -Charanga: Y2 Scheme Zootime -Easter Songs	Music -Charanga: Y2 Scheme Friendship Song	Music -Charanga: Y2 Freestyle Topic Different Places; I go Africa
	Art -Andy Warhol printing rocket theme -Mark making by creating moonscapes	DT - Fire engine making - GFL oil pastel drawing	Art - Sketching - Recycling plastic to make penguins - Collage	Art - Georgia O'Keeffe -Observational drawing and painting	DT - Pizza making -Food preparing/ tasting	DT - Sewing/ embroidery
	History -significant event in living memory: the moon landing Famous for more than 5 minutes: Mathematicians	History - significant historical event: Great Fire of London	Geography - Recognition of climate differences - Climate change - Continents - Climates	History -significant individuals -Famous for more than 5 minutes: Medical -Including local significant person	Geography - Countries and cultures. - Flags	Geography - Continents - Climates - Habitats and adaptations
	PSHE -Being me in my world	PSHE -Celebrating differences	PSHE -Dreams and Goals	PSHE -Healthy Me	PSHE -Relationships	PSHE -Changing me

	PE					
Experiences	- Hersmonceux space observatory trip NB: not in 2020	- Firemen visit	-Immersive cold places topic day	-Nurses visit -influential women visit	-Forest School	- Trip to Wakehurst Place

<p>Skills</p>	<p>Science: -To 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>Science: -To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching -To show an understanding of environmental aspects such as the reduce, reuse, recycle slogan -To share what they understand about recycling and what they do at home or in the local community to help reduce environmental impact</p>	<p>Science: -To explore and compare the difference between things that are living, dead and things that have never been alive -To identify that most living things live in habitats to which they are suited -To describe how different habitats, provide the basic needs of different kinds of animals and plants -To understand interdependence between animals and plants/ food chains- web</p>	<p>Science: -To notice that animals including humans have offspring that grow into adults -To find out about and describe basic needs of animals including humans for survival -To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>Science: -To observe and describe how seeds and bulbs grow into mature plants -To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy through investigatory tasks</p>	<p>Science: -To study changes that occur in a plant such as a fruit tree.</p>
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	<p>Art</p> <p>Moonscape mark making</p> <p>To make marks using a variety of tools (chalk, crayon, pastel).</p> <p>To begin to collect ideas in a sketch book.</p> <p>To show pattern and texture in my drawings using by adding dots and lines</p> <p>To add white to colours to make tints</p> <p>To add black to colours to make tones</p> <p>Andy Warhol style printing</p> <p>To use imagination to form simple images from a given starting point.</p> <p>To develop controlled printing against outline/within cut out shapes.</p>	<p>DT:</p> <p>To research, design and build a model fire engine from recyclable materials.</p> <p>To measure, mark out, cut out and shape materials and components</p> <p>To assemble, join and combine materials and components</p> <p>To use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples</p> <p>To understand about the movement of simple mechanisms including wheels and axles.</p> <p>To know the correct technical vocabulary for the projects they are undertaking.</p>	<p>Art</p> <p>To investigate a range of different materials and experiment with how they can be connected together to form simple structures</p> <p>To look at sculptures and try to recreate them using everyday objects/range of materials</p> <p>To begin to form own 3D pieces</p>	<p>Art</p> <p>To begin to control lines to create simple drawings.</p> <p>To work from observation and known objects.</p> <p>To begin to collect ideas in a sketch book.</p> <p>To mix primary colours to make secondary colours.</p> <p>To create washes to form backgrounds.</p> <p>To explore the relationship between mood and colour.</p>	<p>DT:</p> <p>To select from and use a wide range of ingredients to make a Pizza.</p> <p>To understand that food ingredients should be combined according to their sensory characteristics.</p> <p>To know where food comes from.</p> <p>To use appropriate equipment to weigh and measure ingredients.</p> <p>To prepare simple dishes safely and hygienically, without using a heat sources.</p> <p>To use techniques such as cutting.</p>	<p>DT:</p> <p>Select from and use a wide range of materials and components to design, create and evaluate a garment.</p> <p>To generate own ideas for design by drawing on own experiences or from reading.</p> <p>To measure, mark out, cut out and shape materials and components.</p> <p>To know the correct technical vocabulary for the projects they are undertaking.</p>
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	<p>History: -To be able to describe changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>History: -To ask and answer questions about events beyond living memory that are significant nationally or globally.</p>	<p>Geography: -To use world maps, atlases and globes to identify the United Kingdom and its countries, capitals and seas, as well as the world's seven continents and five oceans -To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>History: -To ask and answer questions out about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>Geography: -To understand geographic similarities and differences through studying human and physical geography of the UK and of a contrasting Non-European country -To use basic geographical vocabulary to refer to key physical and human features</p>	<p>Geography -To use simple compass directions and locational and directional language to describe the location of features and routes on a map -To 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</p>
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	<p>PE</p> <ul style="list-style-type: none"> -Sending & receiving Developing S&R with Increased control -Dribbling Explore dribbling with hands and feet with increasing control on the move. - Attacking Developing moving into space away from defenders. - Defending Explore staying close to other players to try and top them getting the ball. -Space Explore moving with a ball towards goal. 	<p>PE</p> <ul style="list-style-type: none"> - Actions Accurately remember, repeat and link actions to express an idea. - Dynamics Develop an understanding of dynamics. - Space Develop the use of pathways and travelling actions to include levels. - Relationships Explore working with a partner using unison, matching and mirroring. -Performance Develop the use of facial expressions in their performance. 	<p>PE</p> <ul style="list-style-type: none"> - Shapes Explore using shapes in different gymnastic balances. - Balances Remember, repeat and link combinations of gymnastic balances. - Rolls Explore barrel, straight and forward roll and put into sequence work. - Jumps Explore shape jumps and take off combinations. 	<p>PE</p> <ul style="list-style-type: none"> - Hitting Develop hitting a dropped ball over a net. - Feeding Accurately underarm throw over a net to a partner. -Rallying Explore underarm rallying with a partner catching after one bounce. - Footwork Consistently use the ready position to move towards a ball. 	<p>PE</p> <ul style="list-style-type: none"> -Striking Develop striking a ball with their hand and equipment with some consistency. - Fielding Understand that here are different roles within a fielding team. - Throwing Develop coordination and technique when throwing over and underarm. - Catching Catch with two hands with some coordination and technique. 	<p>PE</p> <ul style="list-style-type: none"> -Running Develop the sprinting action. Explore rhythm when running over obstacles. - Jumping Develop jumping, hopping and skipping actions. - Jumping Explore safely jumping for distance and height. - Throwing Develop overarm throwing for distance.
<p>Knowledge</p>	<ul style="list-style-type: none"> -The solar system -The space race and moon landing 	<ul style="list-style-type: none"> -The Great Fire of London -Life in 1666 including the fire service 	<ul style="list-style-type: none"> -Polar habitats -Life cycle of a penguin 	<ul style="list-style-type: none"> -Development of medical achievements by women 	<ul style="list-style-type: none"> -Cultural comparison to European countries 	<ul style="list-style-type: none"> -Cultural comparison to African countries -Geography of African countries

	-Current space missions	-Samuel Pepys diary	-Survival in polar regions	-Role of nurses today -Healthy living	-Geography of European countries -Plant survival	-The equator and what it symbolises
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