Winford Church of England Primary School

Year 2

TERM	1	2	3	4	5	6
Maths	**Numbers to 100** (3 weeks) **Addition & Subtraction** (4 weeks)	**Shape** (2 weeks) **Money** (2 weeks) **Multiplication & Division** (1 weeks)	**Multiplication & Division** (3 weeks) **Length & Height** (1 week)	**Mass, Capacity & Temperature** (2 weeks) **Fractions** (3 weeks)	**Time** (2 weeks) **Statistics** (2 weeks) **Position & Direction** (1 week) **Revision, Repeated Units & Assessment**	**Consolidation** & Repeat units
English **Non LSP texts to be confirmed**	**Here we are (first 2 weeks)** **Toys in Space (LSP)**	**The Comet (LSP)** -	**Last Stop on Market Street (LSP)** **The Bear and the Piano** - Sequence a story - Innovate a narrative - Letter (writing in role)	**Poetry Prompts (LSP)** **Tadpole's Promise** - Innovate a narrative - Setting description - Speech	**The Proudest Blue (LSP)** **A Walk in London (Geography link to fieldwork)** - Guide book - Recount of a local walk	**Dear Earth (LSP)** **The Dragon Machine** - Innovate a narrative - Dragon guide - Descriptions
Science	**Animals inc. Humans 1 – Heath & Survival**	**Animals inc. Humans 2 – Life Cycles**	**Everyday Materials**	**Living things and their habitats**	**Living things and their habitats -**	**Plants**

(Developing Experts)					**Habitats from around the world**	
Working Scientifically	Ask simple questions and recognise they can be answered in different ways. -Observe closely using simple equipment. -Perform simple tests. -Identify and classify. -Use observations and ideas to suggest answers to questions. -Gather and record data to help answer questions					
PE	Football and fundamentals	Fitness and outdoor learning (forest)	Gymnastics and invasion games	Target games and land based water safety	Net + wall game and dance	Striking + fielding games and athletics
RE	**Religion: Christianity, Judaism and Hinduism** KQ: How do festivals celebrate the natural world?	**Religion: Christianity** KQ: What is the good news Jesus is bringing?	**Religion: Christianity, Islam and Humanism** KQ: How do different people find deeper meanings?	**Religion: Christianity** KQ: Why does Easter matter to Christians?	**Religion: Christianity** KQ: Who made the world?	**Religion: Christianity, Islam and Humanism** KQ: Is it possible to speak to God?
ICT	**Information and technology around us**		Digital Photography		**Robot Algorithms**	
History	**What impact did Mary Seacole and Florence Nightingale have on nursing?** Know and use words that describe the passing of time.		**What was Brunel's legacy in Bristol?** Know and use words that describe the passing of time.		**How has seafaring changed over time and why?** Pupils will compare and contrast The Matthew (used by John Cabot to cross	

	· Use a simple timeline to put events in chronological order. · Identify and explain how life was different in the past. · Know why people from the past are significant and the impact they had on modern life. · Know how to use artefacts to answer questions about the past.	· Use a simple timeline to put events in chronological order. · Identify features of change and progress in national life. · Know why people from the past are significant and the impact they had on modern life. · Know how to use artefacts and sources to answer questions about the past. · Ask simple questions to find out about the past	the Atlantic) with the SS Great Britain (designed by Isambard Kingdom Brunel). They will learn about the ways in which these ships were used during their lifetime will look at similarities and differences between passengers experiences.
Historical skills	Use key historical vocabulary. · Put people and events in chronological order on a simple timeline. · Compare how life was similar and different during different periods in history. · Select information to demonstrate an understanding of key features of events. · Understand some of the ways in which we can find out about the past. · Ask simple questions about historical people and events. · Begin to understand aspects of change and progress in national life.		
Geography	**What is it like in the North and South poles?**	**Where are the hot climates in the World?**	**How is life different in Jamaica?**
Geographical skills	Ask their own Geographical questions such as: “Where is it?” “What’s it like?” · Make appropriate observations about why things happen. · Make simple comparisons between features of different places. · Follow directions (up/down, left/right, forward/backwards) and use directional language; near, far, left, right. Use North, South, East, West. · Draw a map of a real or imaginary place. EG: Add detail to a sketch map from an aerial photograph. · Begin to understand the need for a Key on a map. Use class agreed symbols to create a simple Key. · Follow a route on a map and use an Infant Atlas to locate places. · Begin to spatially match places. EG: Identify the UK on a small and larger scale map.		
Art	Printing with objects using mono printing Autumn Art to use a range of materials creatively to design and make products	Abstract Art Colour and Line to use a range of materials creatively to design and make products	Drawing Self Portraits · to use a range of materials creatively to design and make products

	· to use drawing to develop and share their ideas, experiences and imagination · to use printing to develop and share their ideas, experiences and imagination · to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space · about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work		· to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space · about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		· to use drawing to develop and share their ideas, experiences and imagination · to use painting to develop and share their ideas, experiences and imagination · to use sculpture to develop and share their ideas, experiences and imagination · to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space · about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	
DT		Textiles Christmas decoration		Moving Vehicles Design and make a vehicle	Food Making pizzas	Making animal homes from everyday objects and materials (Science Materials and living things and habitats Link)
Music	**Term 1** **Start with singing – learning through singing games** Term 2: Singing together – how it helps us work together		**Term 3:** **Compose and create – recording our musical ideas using a graphic score** **Term 4:** **Music and movement – using symbols to represent pitch**		**Term 5:** **Compose and create – improvising using four notes** **Term 6:** **Compose and create – soundscapes of the sea**	

PHSE	**Being Me in My World** To identify their special people (family, friends, carers), what makes them special To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency	**Celebrating Difference** To identify and respect the differences and similarities between people To know that they belong to different groups and communities such as family and school To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable	**Dreams and Goals** To know that people and other living things have rights and that everyone has responsibilities to protect those rights	**Healthy Me** To know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health To make real, informed choices that improve their physical and emotional health To know that household products, including medicines, can be harmful if not used properly To know the importance of, and how to, maintain personal hygiene To know how some diseases are spread and can be	**Relationships** To recognise that their behaviour can affect other people To communicate their feelings to others, to recognise how others show feelings and how to respond	**Changing Me** To know rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond

				controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading		
Trips and Events	Harvest Performance	Christmas performance Whole school pantomime visit	World Book Day	Easter performance		