

English

Topic work:

Poetry - Really Looking. Stories - familiar settings. 'Willy & Hugh' Antony Browne
Explanation. Traditional stories - Pinocchio

Reports - weather. Poetry - Patterns on the page.

Stories by the same author - Dr Seuss Instructions.

Stories with familiar settings.

Information texts.

Poetry -Silly Stuff.

Extended Stories - 'Mr Grinling', Rhonda Armitage

Ongoing:

Phonics and spellings

Class, guided and one to one reading

Diary writing

Extended writing

Sentence work (Rainbow sentences)

Grammar and punctuation

Speaking and listening

PSHE/Citizenship

Healthy Lifestyles - Looking after myself

Healthy Lifestyles - Keeping Myself Safe

Drug Aware

Me and My Community - Communities

Me, My family and Friends

Me and my relationships

MFL

Incidental French

Basic Classroom Instructions

Greetings

My name is

How are you?

Music

Cycle 1 Fairground music

The Planet Suite appraisal

Rainforest body percussion

Animal songs (and Peer Gynt)

Musical journeys

Cycle 2 Composing with body percussion

Toy music - untuned instruments

Rhythm and musical elements

Mood through music

Appraising - local ensemble

Writing musical scores

Maths

Number & Place Value

Understand, read, write and order numbers to at least 100.

Addition & Subtraction

Use concrete objects, jottings and mental calculation.

Multiplication & Division

Use concrete objects, jottings and mental calculation.

Fractions

Find and write simple fractions & understand equivalence.

Measurement

Choose and use standard units of measurement, to read a scale, money & time.

Geometry

Describe properties of 2D & 3D shapes, position & direction.

Data

Data collection & interpretation.

Science

Scientific Enquiry:

Living Things and Their Habitats: Explore and compare the differences between things that are living, dead, and things that have never been alive

Year 2 Curriculum map

Computing Programming: We are astronauts

Computer games: We are games testers

Images: We are photographers

Research: We are researchers

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

Identify and name a variety of plants and animals in their habitats, including micro-habitats

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.

Animals Including Humans: Notice that animals, including humans, have offspring which grow into adults

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Uses of Everyday Materials: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Plants: Observe and describe how seeds and bulbs grow into mature plants

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Art

Cycle 1
 Take One Picture (Arthur Spooner) sketching
 Sculpt an astronaut
 Rainforest printing
 Animals Big Art
 Archimboldo food art
 Journey collage (fabric)

Cycle 2
 Self portrait
 Toy printing
 Colour mixing
 Collage Sneinton

Summer Holiday Sculpture

Offsite visits

Cycle 1
 Market Square/Forest
 Sleepover

Cycle 2
 Newstead Abbey (Victorian Toys)
 Skegness

Gurdwara visit
 Mosque visit

Communication: We are detectives
Recording data: We are zoologists

E-Safety

Identify obviously false information in a variety of contexts.
 Recognise that a variety of devices (XBox, PSP etc as well as computers and phones) connect users with other people.
 Identify personal information that should be kept private.
 Consider other people's feelings on the internet.
 Remember and use *Sid's Top Tips*.

RE

What does it mean to belong to Christianity?
 Celebrations
 Why did Jesus tell stories?
 Sikhism
 What does it mean to belong to Islam?
 Visiting a mosque.

PE

Aut 1 - Games or Athletics/ Swimming
 Aut 2 - Gymnastics / Swimming
 Spr 1 - Dance / Swimming
 Spr 2 - Gymnastics / Swimming
 Sum 1 - Dance / Swimming
 Sum 2 - Athletics or Games / Swimming

D&T

Cycle 1

Food technology
Design and Make a hand puppet
Vehicles - pulleys, axles and wheels on a moon buggy
Pop-up booklet

Cycle 2

Food technology
Design and make a sunhat
Design and make a lighthouse with pulley
Pop up book

History

Changes in living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Events beyond living memory that are significant **nationally** and **globally**.

Significant individuals from the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (Neil Armstrong, Charles Darwin, Archimboldo, David Attenborough, Arthur Spooner, Tim Benners-Lee OR Jesse Owen, William Booth, George Green, Bendigo, Gene Kelly)

Geography

Knowledge

Name and locate the four countries and capital cities of the United Kingdom using atlases and globes.

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**.

Name and locate world's continents and oceans. 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 contrasting non-European country.

Skills

Use basic geographical vocabulary to refer to local and familiar features Use world maps, atlases and globes to identify the United Kingdom and its countries. Use four compass directions and locational and directional language e.g. near and far left; left and right to describe the location of features and routes on a map. Use basic vocabulary to describe a less familiar area.

Use world maps, atlases and globes to identify the continents and oceans.

Use aerial images and other models to create simple plans and maps, using symbols.

Use simple fieldwork and observational skills to study the immediate environment.