

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Dobcroft Infant School						Yearly Overview Year 2 2021-2022							
Theme		Location, Location, Location Around the World Aut1 – Geography focus Back in time Aut 2 – History focus				Flippers, Fins and Fangs Geography focus Science focus				Ready, Steady, Grow (Science focus)			
		Intent		Implement		Intent		Implement		Intent		Implement	
Science		<p>Living things and Habitats: Identify and name a variety of plants and animals in their habitats, including micro-habitats</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> <p>Working Scientifically</p> <ul style="list-style-type: none"> Asking questions Observations Identifying and classifying Using their observations and ideas to suggest answers to questions <p>Living things and Habitats: Explore and compare the differences between things that are living, dead, and things that have never been alive</p>	<p>Record contrasting habitats from around the world and link to geography continents (not oceans as will re-visit in Spring1). Children will draw the habitat and label why it is a good habitat for different animals. They will use sentences to compare and contrast.</p> <p>Compare things that have been living, dead and never alive.</p>	<p>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</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Asking questions Observations Identifying and classifying Using their observations and ideas to suggest answers to questions 	<p>Classify practical resources from the materials they are made from.</p> <p>Link to DT and build a plane (Link to Emma Jane's aeroplane). Children will be able to explain why we use certain materials and record the change in properties.</p>	<p>Living things and Habitats: Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Asking questions Observations Identifying and classifying Using their observations and ideas to suggest answers to questions 	<p>Underwater habitats and micro-habitats.</p> <p>Link back to Y1 and the classification of plants they did in the school habitat. Link to geography with oceans work. Children to identify different species and which habitat they belong to under the water. Spiral learning from Autumn 1.</p>	<p>Animals including humans:</p> <ul style="list-style-type: none"> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 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>Re-visit MRS NERG For basic needs.</p> <p>Link back to Aut 1 with Mrs Nerg. Choose an underwater animals and explain Mrs Nerg process for animals. Re visit food chains and explain process for an underwater animal. Create fact file about underwater animals and its habitat and needs to survive to bring all previous learning together in a showcase.</p>	<p>Plants: observe and describe how seeds and bulbs grow into mature plants</p> <ul style="list-style-type: none"> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Working scientifically</p> <ul style="list-style-type: none"> Asking questions Observation * Identification and classifying Performing simple tests Using their observations and ideas to suggest answers to questions Gathering and recording data to answer questions 	<p>Practical: Plant seeds and watch them grow.</p> <p>Trip: Warburton's food making</p> <p>Animals including humans: Create healthy eating plate. Children learn about the different food groups and choose different items to practically create their own meal. Link to food tech. Link to PE for exercise and daily mile at lunchtimes.</p> <p>Plants: children to plant flower seeds. Record the process as a simple experiment. Record observations through time. Link to foundation experiment. Make simple predictions for needs on light, water</p>	<p>Animals including humans:</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults <p>Animals including humans:</p> <ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Link to physical health (new SEAL)</p>	<p>Match animals to their offspring and explain differences and similarities.</p>

	<p>Working Scientifically</p> <ul style="list-style-type: none"> Asking questions Observations Identifying and classifying Using their observations and ideas to suggest answers to questions 	<p>Briefly refer to MRS NERG to describe.</p> <p>Food chains. Refer back to sorting animals – herbivore, carnivore etc.</p>							etc. Link to history of food production and do a comparison table also link to eco and fair trade.		
Impact (End point)	<p>Living things and habitats: (Growth)</p> <p>Children will be able to explain the difference between something that is dead, living or never been alive and give examples (with explanations).</p> <p>Living things and habitats: (Habitats)</p> <p>Children will know that all living things have a habitat and this provides an animal/plant with its basic needs. Children will be able to give examples of different habitats</p>	<p>Materials: (Materials)</p> <p>To understand the suitability of everyday materials for a particular use. Know that solid objects can change their shape.</p>	<p>Living things and habitats (Habitats)</p> <p>Children will be able to explain what a micro habitat is and be able to give examples.</p>	<p>Animals including humans: (Animals)</p> <p>Children will be able to explain what the basic needs of an animal are.</p> <p>(Growth)</p> <p>Children will be able to explain a food chain, say why it is important and give examples</p>	<p>Animals including humans: (Plants/Growth)</p> <p>Children will be able to explain how a plant grows from a seed and what a plant needs to grow and stay healthy</p>	<p>Animals including humans: (Animals/Growth)</p> <p>Children will understand that animals have offspring and explain about the basic needs are.</p>					
Key Vocab	<p>Living things and habitats</p> <p>Living, dead, never alive, habitats, micro – habitats, food, food chain, woodland, ocean, rainforest,</p> <p>Materials</p> <p>Materials, wood, metal, plastic, glass, bricks, rock, paper cardboard, squashing, bending, twisting, stretching</p>		<p>Living things and habitats: habitats, micro – habitats, food, food chain, woodland, ocean, rainforest</p> <p>Animals including humans Movement, Respiration, sensitivity, nutrition, excretion, reproduction, growth</p>	<p>Plants Growth, water, suitable temperature, germination</p> <p>Animals including humans: Animals, humans, growth offspring, exercise, food, hygiene</p>							
Geography	<p>Locational Knowledge</p> <ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans 	<p>Learn song about continents Children will make a 3d world to relate back to during lessons.</p> <p>Children will 'go around the world' creating a passport to record the</p>	<ul style="list-style-type: none"> identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<p>Daily calendar discussions about the season and weather.</p> <p>Spiral back to work on continents from Autumn 1 to compare hot and cold areas of the world.</p>	<p>Locational Knowledge</p> <p>Use maps atlases and globes to identify oceans.</p>	<p>Use atlas to find answer to quiz questions</p> <p>Spiral learning to re-visit learning from Autumn 1. DT link to create globes and record continents</p>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical 	<p>Use google earth (ICT link) to view earth from space.</p> <p>Zoom in to find key landmarks.</p> <p>Look at aerial map of School to</p>		<p>Place Knowledge</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United</p>	<p>Compare Sheffield to Nepal</p> <p>Compare school days</p> <p>Compare town/city/countryside/ weather in relation to the Equator and the north and south poles</p> <p>Use images to compare and contrast</p>

		names of the continents and some key features and countries for each. Link back to the countries they learnt in Y1 geography (the united kingdom) to compare a non-European country.		<i>Children to record different climates in relation to the equator.</i>		and oceans. Focus on continents in Autumn, focus on oceans in spring.	features; devise a simple map; and use and construct basic symbols in a key	understand keys Record basic symbols Children create their own map using key symbols of their local environment. apply same skills to create their own underwater world.			Kingdom, and of a small area in a contrasting non-European country Human and physical geography <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Use maps to identify these key features to later include in their own map
Impact (End point)	Locational Knowledge Children will be able to recall the 7 continents of the world and provide some information on these	Children will be able to identify different climates around the world. They will be able to use comparison skills to compare	<i>Children will be able to identify and locate the 5 oceans of the world.</i>	Children will be able to read and identify basic map symbols.						Human and physical geography – Children to use knowledge to compare human and sort physical features Children will use knowledge to compare Sheffield with Naples		
Key Vocab	Locational Knowledge – Asia, Africa, North and South America, Antarctica, Europe, Australasia, equator, continent, country, Oceans, Atlantic, Southern, Indian, Pacific, Arctic key human features, city, town, village, factory, farm, house, office, port, harbour and shop	Recap Key Year 1 Science Knowledge – Climates, hot, cold, Equator, North pole, South Pole,	Locational Knowledge – Asia, Africa, North and South America, Antarctica, Europe, Australasia, equator, continent, country, Oceans, Atlantic, Southern, Indian, Pacific, Arctic	Geographical skills and fieldwork Landmarks, physical features, human features, north, south, east, west, ariel						Place Knowledge Town, cities Human and physical geography physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather		

<p style="text-align: center;">History</p>	<p>Events beyond living memory that are significant nationally or globally.</p> <p>Historical skills</p> <p>Chronological understanding</p> <p>Historical interpretation</p> <p>Organisation and communication</p> <p>Historical enquiry_– Link to the book</p>	<p>DT link with English and History – History of aeroplane travel (Emma Jane’s Aeroplane)</p> <p>Use of timelines of different aeroplane</p> <p>Use different sources to gather information about the progression of a plane</p> <p>What does it look like to be on a plane today?</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Historical interpretation</p> <p>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>Historical skills</p> <p>Chronological understanding</p> <p>Historical interpretation</p> <p>Organisation and communication</p> <p>Historical enquiry</p> <p>Knowledge and understand of events, people and changes in the past</p>	<p>Comparing life in Victorian times to now e.g. school, jobs etc.</p>	<p>significant historical events, people and places in their own locality</p> <p>Historical skills</p> <p>Chronological understanding</p> <p>Historical interpretation</p> <p>Organisation and communication</p> <p>Historical enquiry</p> <p>Knowledge and understand of events, people and changes in the past</p>	<p>Sheffield floods 11th March 1864 and compare to 2007</p> <p>Use information to describe the past.</p> <p>Recount the main events from a significant event in history.</p> <p>Sources of information.</p>			<p>significant historical people in their own locality living and dead</p> <p>Historical skills</p> <p>Chronological understanding</p> <p>Historical interpretation</p> <p>Organisation and communication</p> <p>Knowledge and understand of events, people and changes in the past</p>	<p>Different famous people from Sheffield.</p>	<p>Significant people – Black Lives matter movement. Activism</p>	<p>Rosa Parks Marcus Rashford Emily Davidson Martin Luther King</p>
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<p>Impact (End points)</p>	<p>Children will recap what is meant by chronological. Children will learn about inventors that have made a significant impact on the world today and how technology has changed over time. Children will be able to use different sources to gather information.</p>		<p>Children will add to the timeline to chronologically place the Victorian era. Children will be able to identify similarities and differences between their experiences and those of Victorian children. Children will be aware of jobs children had such as involvement in coal mining (local history)</p>		<p>Children will be aware of how a significant historical event has shaped local area. Children will record key dates from the event of the Sheffield flood and compare to the 2007 floods in terms of emergency services response</p>				<p>Children to write a letter to persuade and inform people of Sheffield about the Women of Steel</p>		<p>Children will compare key historical diverse figures and their impact on the world.</p>	
<p>Key Vocab</p>	<p>Concepts Chronology, progression, significance</p> <p>Vocabulary Areoplane, inventor, travel, development, chronological</p>		<p>Concepts Change, continuity, similarity and difference.</p> <p>Vocabulary Compare, contrast period of time, historical, sources</p>		<p>Concepts Empathy, similar and difference, causation, significance</p> <p>Vocabulary Source, eye witness, historical, interpret, chronological, local, Sheffield Flood, Sheffield Waterworks Company, Dale Dyke Dam.</p>				<p>Concepts Perspective, causation, significance, empathy.</p> <p>Vocabulary share, feeling, view, imagine, see, recognize, understand, picture, Sheffield, significant, World War II, women of steel.</p>			
<p>Computing</p>	<p>IT around us</p>	<ul style="list-style-type: none"> - To recognise the uses and features of information technology. - To identify information technology in the home. - To identify information technology beyond school. - To explain how information technology benefits us. - To show how to use information technology safely. - To recognise that choices are made when using 	<p>Digital photography</p>	<ul style="list-style-type: none"> - To know what devices can be used to take photographs - To use a digital device to take a photograph. - To describe what makes a good photograph. - To decide how photographs can be improved. - To use tools to change an image. - To recognise that images can be changed. 	<p>Robot algorithms</p>	<ul style="list-style-type: none"> - To describe a series of instructions as a sequence. - To explain what happens when we change the order of instructions. - To use logical reasoning to predict the outcome of a program (series of commands). - To explain that programming projects can have code and artwork. - To design an algorithm. - To create and debug a programme that I have written. 	<p>Pictograms</p>	<ul style="list-style-type: none"> - To recognise that we can count and compare objects using tally charts. - To recognise that objects can be represented as pictures. - To create a pictogram. - To select objects by attribute and make comparisons. - To recognise that people can be described by attributes. - To explain that we can present information using a computer. 	<p>Making Music</p>	<ul style="list-style-type: none"> - To say how music can make us feel. - To identify that there are patterns in music. - To describe how music can be used in different ways. - To show how music is made from a series of notes. - To create music for a purpose. - To review and refine our computer work. 	<p>An introduction to quizzes</p>	<ul style="list-style-type: none"> - To explain that a sequence of commands has a start. - To explain that a sequence of commands has an outcome. - To create a program using a given design. - To change a given design. - To create a program using my own design. - To decide how my project can be improved.

		information technology.										
Impact (End points)	Children will identify ways technology is used in school/home/wider world.		Children will identify ways technology is used in school/home/wider world.		understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.		use technology purposefully to create, organise, store, manipulate and retrieve digital content		programs execute by following precise and unambiguous instructions.		create and debug simple programs	
Key Vocab	Technology, information technology (IT), computer, mouse, keyboard, features		Technology, computer, camera		Technology, computer, mouse, keyboard, algorithms, program, debug, command, online safety		Technology, computer, mouse, keyboard, data		Technology, computer, mouse, keyboard, text, music		Technology, computer, mouse, keyboard, algorithms, program, debug, command, sequence, editing	
Design and Technology	Explore and use mechanisms, wheels and axels. Explore and evaluate a range of existing products.	Make a vehicle with moving parts – link with around the world topic. Explore and evaluate different aeroplanes from old and new.	Design purposeful, functional appealing products based on a design criteria Use a range of tools and equipment to perform practical tasks.	Design and make Christmas stockings (textiles) Communicate their ideas through drawing mock-ups Architecture visit in school? (discuss ways of communicating ideas with clients using IT)	Children access scrap shed and podley to revisit and apply their mechanism and design knowledge	Explore and use mechanisms, leavers, sliders, wheels and axels. generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	(Under water box world)	Design purposeful, functional appealing products based on a design criteria Evaluate their ideas and products against design criteria	Make chocolate rooms and evaluate.	Cooking and nutrition Use the basic principles of a healthy and varied diets Evaluate their ideas and products against design criteria	Food technology – make a party tart Children will expand on their Warburton’s visit to school in Summer 1 to design, create and evaluate a food item. Children will understand food groups and healthy/unhealthy foods and be able to explain the importance of a healthy diet (link to PE)	
Impact (End points)	Children will be able to understand why there is a brief for a product and follow it to design a moving areoplane using wheels and axels applying their historical knowledge of vehicles from the past and present. (History link)		Children can follow a brief to design, create and evaluate an item using sewing skills.		Children use a range of materials from the outdoor pervision to make a purposeful product		Children will use levers and sliders to create a moving part in their underwater box.		Children will combine their DT skills of fixing, joining, and moving parts to create a purpose-built, imaginative item		Children will understand different diets and how to change ingredients accordingly to accommodate them.	
Key Vocab	Wheels, axels, moving parts, mechanisms		Textiles, sewing, design brief, evaluate		Materials, purpose, design bried		Leavers, sliders, mechanisms, communicate		Design brief, evaluate, purpose		Ingredients, nutrition, diet, accommodation, presentation	
Art	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spac	Lubaina Himid – African art. Aboriginal art – Australia	Explore the work of a range of artists, craft makers and designers,	L.S Lowry pencil sketching – shade and tone.	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Matisse	Describe the differences and similarities between different practices and disciplines, and make links to their own work.	Comparing Matisse, Lowry and Hokusai. Design the underwater box showing different textures.	Women of steel sculpture using clay Martin Jenings	Children to create own version of the Women of steel sculpture	Work from a range of artists Develop a wide range of art techniques	Bridget Riley Optical illusion art – complimented colours. Children will use the colour wheel to understand complimentary and contrasted ng colours and sue this

	Link artists and art with the different continents. Work from a range of artists				Block prints Work from a range of artistS Tie Dye ripples college fish		Work from a range of artists Use drawing and painting to develop and share their ideas, experiences and imagination	Spiral curriculum circling back to artists learnt about in Autumn1 and Autumn 2. Children will compare LS Lowry and William Morris artwork and identify differences and the effect each artist creates with their work.				knowledge to create a piece of work inspired by Bridget Riley.
Impact (End point)	Children will create accurate sketches based on different cultures of art	Children will use colour, shade and tone to recreate LS Lowry artwork. Children will learn definitions of shade, tone, foreground, background.	Children will know about texture in art, using a range of materials to create this and different effects.	Children will different artists artwork and identify differences and the effect each artist creates with their work.	Children will be able to use different medias for a purpose	Children will understand complimentary and contrasting colours and apply these to create their own piece of art work						
Key vocab	Line, form, shape, space, pattern, colour, texture	Sketching, shape and tone, shape, direction, colour	Colour, pattern, line, shape, form, sketch, texture	Colour mixing, shade, shape, mixed media, design and create	Sculpture, slip, rolling, joining, paint	Colour mixing, complementary and contrasting colours, primary and secondary, optical illusions						
Music	<i>Play tuned instruments Musically</i> <i>Listen to a range of different styles of music</i> <i>Describe with correct vocabulary and how they felt when they listened to it</i>	Violins – Covid 19 dependent Listen to a range of different styles of music from around the world. Describe with correct vocabulary and how they felt when they listened to it	<i>Play tuned instruments Musically</i> Violins Covid 19 dependent Learn to sing together as a group Use expression Rhyme and rhythm Charanga	<i>Play tuned instruments Musically</i> <i>Rhythm Performance</i> <i>Make and combine sounds using the interrelated dimensions of music</i> <i>Listen with concentration and understanding to a range of high quality recorded music</i>	Glockenspiels Recap vocabulary – pitch, beat rhythm, dynamics, tempo	<i>Play tuned instruments Musically</i> Using their voices expressively by singing songs and speaking chants and rhymes	Violins & Charanga	<i>Play tuned instruments Musically</i> Using their voices expressively by singing songs and speaking chants and rhymes	Violins End of year show Covid 19 dependent			

<p>Impact (End points)</p>	<p>Children will appreciate a range of music from different time periods and difference between instrumental and sang songs. Children will be able to describe their feelings towards a piece of music.</p>		<p>Children will be able to sing as a group and use their voices to show tempo, pitch and dynamics.</p>		<p>Children will be able to play a tuned instrument and know the different notes and strings.</p>		<p>Children will be able to play a tuned instrument and know the different notes and strings.</p>		<p>Children will understand, explain and use vocabulary to describe music. Children will listen to a range of music and use this vocabulary to describe them. Children will create music to accompany a silent film/picture, taking note of the mood and characters.</p>		<p>Children will use their voices to perform with expression and enunciation.</p>	
<p>Key vocab</p>	<p>Listen, appraise, untuned, expression, enunciation, instrument, beat, pulse, violin</p>				<p>Beat, pulse, rhythm, tempo, pitch, dynamics, tuned, violin</p>				<p>Reggae, Beat, pulse, rhythm, tempo, pitch, dynamics, tuned, violin</p>			
<p>R.E.</p>	<p>Christian leaders</p> <p>Observe and recount different ways of expressing identity and belonging</p>	<p>Christianity - Think about their own ideas about God and learn about Christian leaders.</p> <p>Moses, 10 commandments, Muhammad, 5 pillars of Islam, story of Buddha.</p>	<p>Budism and Hindu leaders</p> <p>Inspirational people from today's world</p> <p>Dalai Lama, Pope, Gandhi, Martin Luther King, Mother Teresa, Oscar Romero, <i>William Wilberforce</i>, <i>Archbishop Desmond Tutu</i>.</p> <p>Using P4C invite questions about the work of the inspirational people</p>	<p>Learn about Buddhist and Hindu leaders</p>	<p>Symbols</p> <p>Islam Focus</p> <p>Chinnesse New Year</p>	<p>Identify and recogniose Islam symbols</p> <p>Children to look at the Chinnesse New Year festival</p>	<p>Symbols</p> <p>Christianity – focus</p> <p>Recap - Look at symbols associated with religions and belief.</p> <p>Recognise some of the symbols and actions which express a religious community, way of life looking at similarities between them</p>	<p>Christianity – Compare Christian symbols to Islam and Buddhist symbols.</p> <p>Easter focus.</p>	<p>Beliefs</p> <p>Judaism and Humanism focus</p> <p>Observe and recount different ways of expressing identity and belonging</p> <p>Through poetry, song, music</p> <p>Find out about and respond to examples of co-operation between people who are different</p> <p>Islam Leaders - Dalai Lama, Pope, Gandhi, Martin Luther King, Mother Teresa, Oscar Romero, William Wilberforce, Archbishop Desmond Tutu.</p>	<p>Learn about how different religions pray – compare different religious places of worship.</p> <p>Islam – Virtual trip to the mosque</p> <p>Find out and compare symbols of 2 communities.</p>	<p>Beliefs</p> <p>Sikhism focus</p> <p>Explore beliefs across the world and the significances of prayer to different people</p> <p>Compare different places of worship.</p>	<p>Sikhism - People of different religions inform class of important symbols and rituals of own religion.</p>

<p>Impact (End points)</p>	<p>Children will learn about different leaders and their ways of spreading messages.</p>		<p>Children will learn about different leaders and their ways of spreading messages.</p>		<p>Children will identify and understand the meaning behind them. Children will be able to compare a Buddhist temple with a Christian church and a Muslim mosque.</p>		<p>Children will be able to sort and compare symbols from the different religions they have studied so far in Year 2.</p>		<p>Children will explain why some people pray and compare the different place and worship of the different religion they have studied so far in year 2.</p> <p>Children will see first-hand the features of a mosque and be able to explain what each feature is used for. Children will learn about different religious symbols and compare symbols from different religions</p>		<p>Children will expand on their understanding of the importance of prayer for different religions.</p>	
<p>Key Vocab</p>	<p>Christinity, leaders, Moses, Mohammad, Buddha, Pillars of Islam, 10 commandments, rules</p>											
<p>Literacy</p>	<p>SPaG skills Genre</p>		<p>SPaG skills Genre</p>		<p>SPaG skills Genre</p>		<p>SPaG skills Genre</p>		<p>SPaG skills Genre</p>		<p>SPaG skills Genre</p>	
	<p>Capital letters and full stops Simple sentences Word classes- nouns, verbs, adjectives, determiners Questions Intrpduction to the poery and ryming words</p>	<p>Fiction writing EJA - Story – 3 places HS- 3 fruits/animals</p>	<p>Capital letters and full stops Simple sentences Word classes- nouns, verbs, adjectives, determiners Question sentences Exclamation marks Speech Past tense Apostrophe for possession</p>	<p>Newspaper Setting description.</p>	<p>Expanded noun phrases Compound sentences Complex sentences Apostrophes for omission Apostrophes for possession Commas in a list Tense- past, past continuous</p>	<p>Fiction</p>	<p>Expanded noun phrases Compound sentences Complex sentences Apostrophes for omission Commas in a list Question & Exclamation sentences Suffixes Formal language Conjunctions</p>	<p>Fiction</p>	<p>Recap all of the spag skills Ensure creative writing for purpose and audience</p>	<p>Setting description</p>	<p>Recap all of the spag skills Ensure creative writing for purpose and audience Formal and informal writing</p>	<p>Instructions Persuasive letter</p>
<p>Literacy Text</p>	<p>Emma Jane’s Aeroplane Handa’s Surprise</p>		<p>Oliver Twist Winter wonderland</p>		<p>Finding Nemo</p>		<p>Squiglet Pig Non-fiction fact file</p>		<p>Charlie and the Chocolate Factory</p>		<p>Charlie and the Chocolate Factory</p>	
<p>Reading for pleasure.</p>	<p>This is how we travel to school Amazing Grace The proudest blue Jamil’s clever cat</p>		<p>Mogs Christmas calamity The Victorians Horrible History Christmasaurus</p>		<p>Little Mermaid Tiddler Oceans</p>		<p>More Under the sea books – TBC Sams Silver – Whole collection!</p>		<p>Food related books – TBC Super daisy Olivers fruit sandwich The magic porridge pot Mr Bill and the runaway sausages.</p>		<p>Charlie and the glass elevator The giant jam sandeich Kitchen Disco The runaway chapatti</p>	
<p>Spelling Focus</p>	<p>Spelling Zone Y2 common exception words Linked in handwriting lessons daily Spelling zappers</p>		<p>Spelling Zone 20 minutes 4x weekly Spellings covered in class also on Homework – application spelling test on Friday</p>		<p>Spelling Zone 20 minutes 4x weekly Spellings covered in class also on Homework – application spelling test on Friday</p>		<p>Spelling Zone 20 minutes 4x weekly Spellings covered in class also on Homework – application spelling test on Friday</p>		<p>Spelling Zone 20 minutes 4x weekly Spellings covered in class also on Homework – application spelling test on Friday</p>		<p>Spelling Zone 20 minutes 4x weekly Spellings covered in class also on Homework – application spelling test on Friday</p>	

		Spelling zappers	Spelling zappers	Spelling zappers	Spelling zappers	Spelling zappers
<p>PSHE (SEAL/Metacognition)</p>	<p>Community C2: Being a good citizen C3: Living happily together</p> <p>C2: Being a good citizen: * Who is my community outside of school? * What culture do I come? * Who should I trust? * Being polite and kind * Being a good online citizen (link to online safety) * Being a citizen of the world: saving energy, plastic pollution and recycling</p> <p>C3: Living happily together: * What are the different communities near school? * How should I treat people that are different to me and my family?</p>	<p>Friends Fr2: Keeping friendships healthy:</p> <p>Fr2: Keeping friendships healthy: * Do friends always agree? (speaking kindly, saying sorry) * Are all friends the same? (diversity – we all have more in common than we have differences) * How many friends can I have? (as many as you like, there is no need to exclude others) * Should friends tell us what to do? (listening with respect, saying no politely) (PSHE – Dares) * Why do children bully? (being unkind, being different) * Physical contact: Violence is always wrong, our body belongs to us, speaking out against unwanted touch * What to do when friendships go wrong</p> <p>Seeing things from another point of view *I know that people don't always see things in the same way * I can see things from someone else's point of view</p>	<p>Family Fa2: Are all families the same?</p> <p>R2: Are all families the same? *Discuss the broad range of families that exist in our communities (religion, marriage, break-ups, food, culture, number/gender of siblings, number/gender of parents)</p>	<p>Feelings EW2: How to stay happy</p> <p>EW2: How to stay happy * Choosing activities * Self-care (hobbies, interests, socialising, family, sleep, physical exercise. Time outdoors, self-worth) * Spending time online</p> <p>Managing feelings – anger * I know that sometimes anger builds up and up and that I can be overwhelmed by my feelings.</p> <p>Resolving conflict * I can use my ability to see things from the other point of view to make a conflict situation better</p>	<p>Staying healthy PH1: Staying healthy * Active Lifestyles and exercise routines * Healthy diet * Sleep * staying safe</p> <p>Evaluation and review * I can learn from my successes * I can tell you what I have learned</p>	<p>Growing up GU2: Our bodies * Familiarise children with the external (KS1) parts of their bodies * Understand that boys and girls have differences in their genitals when they are children * I can tell you what a habit is and know that it is hard to change one * I know that to make some changes is hard and takes a long time *Our bodies belong to us; Reporting concerns</p> <p>* I know that some changes are natural and happen 'by themselves' – link to transition</p>
	<p>Metacognition – Learn new skill (Sign language alphabet)</p>	<p>Metacognition – Learn new skill (Sign language alphabet)</p>	<p>Metacognition - Growth mind-set See ReflectED planning</p>	<p>Metacognition - Growth mind-set See ReflectED planning</p>	<p>Metacognition - written reflections across curriculum ReflectED planning</p>	<p>Metacognition - written reflections across curriculum ReflectED planning</p>
<p>Impact</p>	<p>Understand different ways we learn. To be able to use metacognition colours to reflect on a skill. To practise the language of reflecting and focusing on a time when they have struggled. Key Vocab – New skills, reflection, learning strategies, practise, red, yellow, blue, green, performance,</p>	<p>Understand different ways we learn. To be able to use metacognition colours to reflect on a skill. To practise the language of reflecting and focusing on a time when they have struggled. Key Vocab – New skills, reflection, learning strategies,</p>	<p>Understand what a successful learner looks like. Learn how to reflect on a piece of work. What it means to be challenged. Identify things that might stop them learning</p>	<p>Understand what a successful learner looks like. Learn how to reflect on a piece of work. What it means to be challenged. Identify things that might stop them learning</p>	<p>Develop and increase their knowledge of what a growth mind set is. What it means to have a growth mind set. Learn structures that will organise and enhance the metacognition talk in their classroom.</p>	<p>Develop and increase their knowledge of what a growth mind set is. What it means to have a growth mind set. Learn structures that will organise and enhance the metacognition talk in their classroom.</p>

	success, failure, emotions – children will build upon these skills from year 1	practise, red, yellow, blue, green, performance, success, failure, emotions – children will build upon these skills from year 1	Understand how motivation affects learning Learn how feedback helps us to improve Linked to the skills they learnt in Year 1	Understand how motivation affects learning Learn how feedback helps us to improve Linked to the skills they learnt in Year 1	Learn to choose a side and how to explain and answer in a fun and relaxed environment. Linked to build on Year 1 skills	Learn to choose a side and how to explain and answer in a fun and relaxed environment. Linked to build on Year 1 skills
Rights respecting – Focus right	Article 7 - You have the right to a name and to belong to a country	Article 12 – Your right to be listened to and taken seriously	Article 9 - Your right to live with a family who cares for me	Article 14 –your right to have your own thoughts and beliefs and choose your own religion	Article 29 - You have the right to become the best that you can be	Article 24 - Your right to good food and water and to see a doctor if you are ill
Impact	Children will be proud of who they are and where they come from.	Children feel valued. Put it right techniques. – Talk and listen to friends	Children to feel loved and celebrate their family situation. Draw who lives in their house and who is important to them	Children to be able to explain how they are similar and different and accept that this is okay	Represented through work. Risk taking attitude developed	Increase of awareness what to do to keep your body healthy.
Safety	Winter / dark night safety	Fire safety	Internet safety: Ecadets deliver lesson	Road safety	Stranger danger Medicine safety	Sun and water safety
Maths See maths moments progression	Baseline assessment of place value (See ready to progress 2NPV-1) Recap Multiplication of 10 Composition of numbers to 100 Greater than and less than. (How do you know?) Number bonds (secure fluency) Number bonds within 20.	Fact families (inverse operations) Addition and subtraction crossing 10. Missing box (exploring structure of addition and subtraction equation) 2d and 3d shapes (properties, similarities and differences in properties)	Addition and subtraction (2 digit number – 10's) Addition and subtraction (2 digit – 2 digit) Recognise repeated addition (2x, 5x, 10x) Multiplication (2x, 5x and 10x tables) Fractions	Division and grouping in 2s, 5s and 10s Time Money Recap about shapes Application of mixed equations	Measurement and statistics Assessment of number and place value SATS	TBC based on assessment Addition subtraction Missing box Mixed equations
Trips		Impact	Church trip	Impact		Impact
				X., x and Impact	Buddhism trip?	Impact
						Impact



<p>All trips Covid 19 dependent</p>	<p>Music in the Round</p>	<p>Children will have first hand experience of live music and instruments.</p>		<p>Children will be part of the wider community and gain awareness of different communities</p>	<p>Science and Geography trip: The deep –Around the world workshop</p>	<p>name and locate the 5 oceans Living things and Habitats: Identify and name a variety of plants and animals in their habitats Underwater habitats and micro-habitats.</p>	<p>RE: Mosque Trip – Covid dependent if not virtual trip?</p>	<p>RE Find out and compare symbols of 2 communities Islam Leaders</p>	<p>EIS trip for points network games Warburton’s visit to school</p>	<p>PE- practical motor skills and pe skills practise / team work Science Understanding and comparing food production in the past and the present. Where does out food come from? (science link)</p>		<p>Know local context of British seaside Water safety</p>
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PE see separate yearly plans in folders and mastery scheme