

English

- Narrative – Animal Adventure stories
- Non-fiction Information Texts

Music - Charanga

Unit Title: Hands, Feet, Heart

Unit Theme: South-African music

Style of Main Song: Afropop, South-African

Supporting Songs: The Click Song sung by Miriam Makeba, The Lion Sleeps Tonight sung by Soweto Gospel Choir, Bring Him Back by Hugh Masekela, You Can Call Me Al by Paul Simon, Hlokoloza by Arthur Mafokate

History – Remembrance

- To understand why we remember things/events which we remember on a yearly basis. *Remembrance*
- To understand what is meant by Armistice and the origins of Remembrance Day.
- To be able to identify who we remember on Remembrance Day.
- To understand what happens on Remembrance Day and why.
- To understand why it is important to remember.

Computing – What is a computer?

- To recognise parts of a computer – mouse, keyboard, screen.
- To understand how technology is controlled. To know that technology follows instructions from people. To know that technology is predicable.
- To be able to recognise common uses of technology. To be able to suggest things which may have a computer inside.
- To understand the role of computers. To know that computers can be linked together.
- To be able to create own invention which requires use of technology including input and output, labels and an explanation of how to control it.

Maths

Maths No Problem

- Numbers to 10
- Addition and Subtraction
- Multiplication by 2, 5 and 10

PE

To demonstrate rolling a ball with some accuracy.

To demonstrate rolling different equipment with some accuracy.

To show the skill of rolling equipment in different ways. To demonstrate a simple tactic in a rolling game. To show two simple tactics in a game.

PSHE - Relationships

- Respecting Ourselves and Others
- Families and Friendships
- Safe Relationships
- Recognising things in common and differences; playing and working cooperatively; sharing opinions
- Making friends; feeling lonely and getting help.
- Managing secrets; resisting pressure and getting help; recognising hurtful behaviour

Year 2
Autumn 1

RE – Christianity

- retell (simply) the Genesis 1 story of creation
- suggest why Christians might think it is important to look after the world
- suggest ways that Christians might express their concern for the natural world
- describe how and why Christians might thank God for creation at Harvest festivals
- identify ways in which humans use (and abuse) the natural world
- talk about why our planet should matter to all humans – and how this should influence our behaviour
- reflect on their own use of the world's resources
- ask questions about what they can do to show that they care about the world

Science – 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.

Art – Formal Elements of Art

- To know that pattern is created by repeating lines, shapes, tones or colours. To be able to create a repeating pattern. To know that pattern can exist in nature and can be used by artists to create art, craft and design.
- To explore different textures. To know how to take a rubbing. To be able to use colours to create effect.
- To be able to create a picture using collage and Frottage (Max Ernst).
- To understand that tone means lightness and darkness.
- To be able to experiment with pencils to create different tones. To be able to use tone to create a 3d effect when drawing.

Languages – Spanish

Little Languages

- Songs and short stories
- Repeated language
- colours
- shapes

English

Traditional Tales with a twist
Instructions

Maths

Maths No Problem

- Multiplication and Division of 2, 5 and 10.
- Length
- Mass

PSHE - Relationships

- Respecting Ourselves and Others
- Families and Friendships
- Safe Relationships
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- Managing secrets; resisting pressure and getting help; recognising hurtful behaviour

Music - Charanga

Unit Title: Ho Ho Ho

Unit Theme: Festivals and Christmas

Style of Main Song: Rapping and improving

Supporting Songs: Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom Song), Suspicious Minds by Elvis Presley (Pop), Sir Duke by Stevie Wonder (Funk), Fly Me To The Moon by Frank Sinatra (Big Band/Jazz)

PE

To demonstrate an underarm throw with some accuracy.

To show a side gallop.

To demonstrate an underarm throw with some accuracy at different targets.

To demonstrate a simple tactic in a game.

To show two simple tactics in a game.

Geography - Cliffs and Coasts

- To locate and identify oceans and continents.
- To find out about British beaches.
- To find out about British seas.
- To use fieldwork skills to find out about a place.
- To compare a British beach with one from another country.
- To use compass points to move around a map.

Year 2
Autumn 2

Science - 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.

Computing – Word processing

- To understand the layout of a keyboard. To begin to learn to touch-type.
- To understand how to use a word processor. To be able to type a sentence in a word processor. To know how to use functions bold and italics.
- To understand how to add images to a text document. To know how to search safely for an image. To be able to import and alter an image in a document.
- To understand how to use text styles to create headings and subtitles. To understand how to copy and paste into a document. To know the importance of crediting source materials.

RE- Christianity – Light

- suggest what Christians might mean when they refer to Jesus as 'the Light of the world'
- talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God
- identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carol services, Christingle) – and the symbolic meaning
- talk about the different ways that Christians might celebrate Christmas
- identify different ways that humans use light
- discuss the importance of light as a source of comfort, security and hope
- talk about how and why light might be an important symbol
- ask questions about the value of sources of light in their own lives
- talk about the people who provide comfort, security and hope for them
- suggest ways in which they might be a light for others

DT – Sewing/Puppets

- To investigate a range of puppets and their features
- To be able to work with fabric to create a finger puppet
- To develop and practise sewing skills – running stitch/over stitch
- To be able to design a glove puppet for a purpose.
- To be able to follow a design to make a puppet.
- To be able to evaluate a finished product.

Languages – Spanish

Little Languages

- Songs and Short stories
- Repeated language
- Colours
- Shapes

English

- Literacy Shed Unit: Catch it – character description
- Stories with Familiar Settings
- Persuasion
- Recount

Maths

- Maths No Problem
- Length
 - Mass
 - Temperature
 - Picture Graphs

PSHE - Living in the Wider World

- Belonging to a community
- Media literacy and digital resilience
- Money and work
 - Belonging to a group; roles and responsibilities; being the same and different in the community.
 - The internet in everyday life; online content and information.
 - What money is; needs and wants; looking after money.

Music - Charanga

Unit Title: I Wanna Play in a Band

Unit Theme: Playing together in a band

Style of Main Song: Rock

Supporting Songs: We Will Rock You by Queen, Smoke On The Water by Deep Purple, Rockin' All Over The World by Status Quo, Johnny B.Goode by Chuck Berry, I Saw Her Standing There by The Beatles

PE

To demonstrate a travel and pencil roll. To show a jump 2 feet to 2 feet with a straight shape. To demonstrate travelling actions i.e. frog & bunny hop. To show an egg roll. To show a jump 2 feet to 2 feet with a tuck shape. To demonstrate travelling actions. To show a travel and roll with a shape. To jump 2 feet to 2 feet with a wide shape. To apply the skills of travelling, rolling, jumping into a sequence. To apply the skills of travelling, rolling, and jumping into a sequence with two different shapes.

History - Significant Individuals – Christopher Columbus

- To be able to identify when Christopher Columbus lived and what he was trying to achieve.
- To understand Christopher Columbus's journey and what he discovered.
- To understand the impact of Christopher Columbus's voyage and what he brought back to Europe.
- To be able to compare the lives and achievements of Columbus and Armstrong
- To use what they have learnt about Columbus and Armstrong to evaluate their achievements.

Year 2
Spring 1

Science - 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.

Computing – International Space Station (ISS)

- To understand how computers can help humans survive in space.
- To understand how computers would monitor items on the ISS. To be able to use mouse and keyboard skills to add text to a project.
- To understand the role of sensors on the ISS to help keep astronauts healthy and safe. To be able to read temperatures using a thermometer. To design a display to show the data that sensors collect.
- To create an algorithm for growing a plant in space.
- To be able to interpret data. Identify temperatures within a range to decide if they are a Goldilocks planet

RE – Islam

- suggest why Muslims believe that it is important to respect God
- talk about why Muslims would want to show their gratitude to God
- know that submission to God is an important aspect of Islamic life
- identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis
- describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat
- suggest how making time for the five daily prayers is an act of submission
- talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the Ummah – is united by prayer)
- identify ways in which humans show their gratitude
- talk about the things they do on a regular basis as a sign of their commitment and belonging
- reflect on who they should be grateful to and how they show this

Art – Art and Design Skills

- use of Sketchbooks
- To know that clay is a material that can only be used when wet and flexible.
- To understand that hands can be used as a tool for making,
- To be able to create patterns in clay.
- To understand that fabric is made from weaving. To be able to thread strips of paper to create a weave pattern.
- To be able to explore the use of tones when shading. To be able to control a pencil to create dark and light lines. To be able to shade without leaving gaps/going over lines.
- To be able to hold a brush with correct grip and correct load of paint. To use a flowing stroke when painting.

Languages – Spanish

Little Languages

- Sports Kit
- Playground Games
- In the Shop

English

Classic Narrative Text

Maths

Maths No Problem

- Word Problems
- Money

PSHE - Living in the Wider World

- Belonging to a community
 - Media literacy and digital resilience
 - Money and work
 - Belonging to a group; roles and responsibilities; being the same and different in the community.
 - The internet in everyday life; online content and information.
- What money is; needs and wants; looking after money.

Music - Charanga

Unit Title: Zoo time

Unit Theme: Reggae and animals

Style of Main Song: Reggae

Supporting Songs: **Zootime** by Joanna Mangona, Kingston Town by UB40, Shine by ASWAD, IGY by Donald Fagen, Feel Like jumping by Marcia Griffiths, I Can See Clearly Now by Jimmy Cliff

PE

To demonstrate an underarm throw with some accuracy. To show catching a ball with control.

To throw underarm with accuracy then move into a space. To catch a ball with control.

To demonstrate passing a ball with some accuracy then moving into a space. To show a simple tactic in a game. To pass a ball with some accuracy then move into a space. To use a simple tactic in a game.

Geography – Our Farming Community

- To explore what farms are and why they are important.
- To explore the features of a farm.
- To be able to use a map and symbols to navigate around a farm.
- To explore how the seasons affect life on a farm.
- To explore the differences between life on a farm and life in a town.

Year 2
Spring 2

Science - 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.

Computing – Algorithms and Debugging

- To decompose a game to predict the algorithms they use.
- To understand that computers can use algorithms to make predictions.
- To be able to plan algorithms to solve problems.
- To understand what abstraction is.
- To understand what debugging is and be able to apply their understanding.

RE – Hindu Dharma

- know that Hindus believe in one God (Brahman) who can be worshipped in many forms . To know that these forms (the deities) have different qualities and are portrayed in different ways.
- suggest why Hindus might believe that it is important to show devotion to the deities
- know that Hindus might worship at a Mandir and/or the home shrine
- suggest why worship in the home might be important
- describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray)
- talk about qualities that make some people special
- identify ways in which humans show their gratitude to the people who matter in their lives
- talk about who is special to them and why
- reflect on who they should be grateful to and how they might show this in words and actions

DT – Moving Pictures

- To be able to create a sliding mechanism
- To be able to use levers to create a moving mechanism
- To investigate and create wheel mechanisms
- To be able to design a picture with a moving mechanism
- To be able to make a moving picture based on a design
- To be able to evaluate finished product of a moving picture.

Languages – Spanish

Little Languages

- In the fruit shop
- Cultural understanding (Spain and Mexico)
- Learning a traditional dance and song.

English

- Literacy Shed Unit - Journalistic Writing
- Recounts – letters
- Classic Poems

Maths

Maths No Problem

- 2d shapes
- 3d shapes
- Fractions

PSHE

- Physical health and Mental Well-being
- Growing and changing
- Keeping Safe
 - Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.
 - Growing older; naming body parts; transition – moving class/year/key stage.
 - Safety in different environments; risks and safety at home; emergencies.

Music - Charanga

Unit Title: Friendship Song

Unit Theme: A song about being friends

Style of Main Song: Pop

Supporting Songs: Count On Me by Bruno Mars, We Go Together (from the Grease soundtrack), You Give A Little Love (from Buggy Malone), That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John, You've Got A Friend In Me by Randy Newman

PE

To demonstrate and overarm throw for distance.

To strike a ball for distance.

To play a simple striking and fielding game.

To strike a ball with accuracy for distance.

To play a simple striking and fielding game and use a simple tactic.

History- The Great Fire of London

- To understand where and when the Great Fire of London started.
- To understand the events that led to the Great Fire of London.
- To understand why the fire spread so quickly and why it stayed alight for so long.
- To understand the how historical sources can tell us about the past – the diary of Samuel Pepys.
- To be able to place the events from the Great Fire of London on a timeline.

Year 2
Summer 1

Science – Living Things and their Habitats

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- 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 microhabitats
- 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.

Computing – Programming – Scratch Junior

- To explore a new programme – Scratch Junior
- To create animation using two instructions.
- To be able to program code to run “on tap”
- To be able to follow an algorithm.
- To be able to appropriately sequence blocks in Scratch Junior.
- To be able to say what each block in the program does.
- To plan and use code to create an algorithm.
- To be able to choose the appropriate code to match an algorithm.

RE – Judaism

- retell the story of Moses being given the Ten Commandments. Know some of the Commandments – eg. Keep the Sabbath Day holy, Respect your mother and father
- suggest ways in which the Ten Commandments might influence the life of a believer
- talk about how keeping the Sabbath day holy might influence a Jewish person. talk about how the Sabbath is a way of making time for God and family
- talk about why some people are particularly special to us. suggest how and why it is important to make time for the people who really matter in our lives
- talk about the people who are special to them and identify the importance of these relationships in their lives

Art – Sculpture and Mixed Media

- To create 3d sculptures by bending wire/pipe cleaners to make a shape.
- To be able to create a 3d structure using plasticine. To be able to show awareness of proportion when sculpting.
- To know parts of the face that convey meaning: eyes, mouth, eyebrows. To know that different facial expressions can be made by altering these features. To be able to draw faces that express emotions.
- To be able to work in a group to create a large piece of art.
- To be able to create a dot matrix effect in the style of Lichtenstein.
- I can create shadow effects within artwork by using black outline.

Languages – Spanish

Little Languages

- The seaside
- Holidays
- Buying food at the seaside.

English

Stories as a theme
Explanation Text
Poems on a theme

Maths

Maths No Problem

- Fractions
- Time
- Volume

PSHE

- Physical health and Mental Well-being
- Growing and changing
- Keeping Safe
 - Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.
 - Growing older; naming body parts; transition – moving class/year/key stage.
 - Safety in different environments; risks and safety at home; emergencies.

Music - Charanga

Unit Title: Reflect, Rewind and Replay

Unit Theme: The history of music, look back and consolidate your learning, learn some of the language of music.

Style of Main Song: Classical

Supporting Songs: Peer Gynt Suite: Anitras Dance by Edvard Grieg Romantic, Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque, From The Diary Of A Fly by Béla Bartók – 20th Century, Fantasia On Greensleeves by Ralph Vaughn Williams – 20th century, Dance of The Sugar Plum Fairy by Pytor Tchaikovsky– Romantic, The Robots (Die Roboter) by Kraftwerk –Contemporary

PE

To throw underarm accurately into a target. To throw as far as possible. To throw overarm accurately. To throw overarm for distance. To run as fast as possible. To throw using a push and two handed throw for distance. To jump for distance with control. To kick a ball for distance. To catch a ball. To complete an obstacle course. To throw underarm for accuracy. To throw overarm for distance. To complete an obstacle course with speed and agility.

Geography – International Focus - Santander

- To be able to understand geographical similarities and differences through studying human and physical geography of studying Preston and Santander.
- To be able to locate Europe on a World Map and identify some of its countries and cities.
- To be able to locate Santander on a map.
- To be able to compare human and physical Geography of Santander and Preston.
- To explore seasonal weather patterns in Preston and Santander.
- To be able to identify and describe landmarks of London and Santander. To be able to use 4 compass points to describe position of landmarks. To be able to use directional language (near, far, left, right)
- To be able to devise a simple map and use and construct basic symbols in a key.

Year 2
Summer 2

Science – Living Things and their Habitats

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- 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 microhabitats
- 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.

Computing – Stop Motion Animation

- To understand what is meant by animation.
- To understand what stop motion animation is.
- To be able to plan a stop motion animation.
- To be able to create a stop motion animation.

RE- Christianity-Church

- unite the Christian community
- talk about why some Christians might think it is important to come together to worship God
- identify symbols (images and actions) used in Christian worship
- talk about how and why symbols might be used in Christianity
- identify and describe features of a church
- identify signs and symbols in the world around them
- talk about the school logo – what values it might represent and how it might unite the school community
- ask thoughtful questions about signs and symbols
- talk about communities that they belong to – and how they show their commitment to these communities

DT – Food Technology

- To find out what the favourite pizzas in the class are.
- To examine, describe and categorise a variety of bread based products.
- To examine, describe and categorise a variety of pizza toppings.
- To design a balanced healthy pizza.
- To be able to make and evaluate a food product based on a design.

Languages – Spanish

Little Languages

-Reflect and consolidate Year 2 vocabulary.