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| Term | **Autumn 1-** **History Driver – Local study****Geography Enhancer – Fieldwork: Mapping the local area****Science Driver -Wild** | **Autumn 2-** Year 2 curriculum 2023-2024**Geography Driver – United Kingdom****History Enhancer – Moon Landing****Science Driver – Traction Man** | **Spring 1 –** **History Driver – GFOL****Geography Enhancer – Fieldwork: Rebuilding London****Science Driver – Plants** | **Spring 2-** **Geography Driver – Leopard’s Drum (Africa)****History Enhancer – Tribes and how Africa has changed over time****Science Driver – Plants** | **Summer 1****History Driver – Florence Nightingale and Mary Seacole****Geography Enhancer – Fieldwork: Mapping routes****Science Driver – Burger Boy** | **Summer 2****Geography Driver – The World****History Enhancer – Own enquiry study****Science Driver - Experiments** |
| Maths blocks of learning NCTEM Spines | Spine 1: Number, Addition and Subtraction[Spine 2: Multiplication and Division](https://www.ncetm.org.uk/resources/52830)[Spine 3: Fractions](https://www.ncetm.org.uk/resources/53253) | Measurement Shapes Position and directionStatisticsTime | Recap/gap filling/additional evidence |
| WritingEditing and improving throughout. | Place value of punctuation * Common and proper nouns
* Being and action verbs
* Subject and verb
* Subject and verb (pronoun focus)

Non chronological report - minibeasts | * Recount – visiting the town
* Recount poster/letters Little Red Riding Hood
* Wanted poster – Big Bad Wolf
* Narrative – Three Little Pigs
 | * Recount – diary – Charles Darwin adventure
* Instructions – how to be a mighty explorer
 | * Narrative – Supervegetable story
* Persuasive text – Join our Supervegetable Crew
 | * Narrative – setting description (castle/tower)
* Story Structure
* Poetry
 | * Explanation – How do butterflies change?
* Recount – diary – Great Fire of London
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| Phonics | Little WandleYear 2 |
| Reading | Word Readingcontinue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluentread accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemesread accurately words of two or more syllables that contain the same graphemes as aboveread words containing common suffixesread further common exception words, noting unusual correspondence between spelling and sound and where these occur in the wordread most words quickly and accurately, without overt sounding and blending , when they have been frequently encountered.read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.reread these books to build up their fluency and confidence in word reading. | Word reading + ComprehensionDevelop pleasure in reading, motivation to read, vocabulary and understanding by:1. listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
2. discussing the sequence of events in books and how items of information are related
3. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
4. being introduced to non-fiction books that are structured in different ways
5. recognising simple recurring literary language in stories and poetry
6. discussing and clarifying the meanings of words, linking new meanings to known vocabulary
7. discussing their favourite words and phrases
8. continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by1. drawing on what they already know or on background information and vocabulary provided by the teacher
2. checking that the text makes sense to them as they read, and correcting inaccurate reading
3. making inferences on the basis of what is being said and done
4. answering and asking questions
5. predicting what might happen on the basis of what has been read so far

Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others sayExplain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. |
| Science objectivesWorking scientifically to run throughout year. | **Animals and their habitats**(Link – Wild)Can I explore and compare the differences between things that are living, dead and things that have never been alive?Can I identify and name a variety of plants and animals in their habitats, including micro-habitats?Can I 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 if animals and plants, and how they depend on each other?Can I 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?Investigations – minibeasts found in microhabitats  | **Materials**Can I identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses?Can I find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching?Investigations –. Make a boat that floats. Build a tall tower. What would happen if… questionsHumpty Dumpty – Protect the eggBig Bad Wolf – Strong Houses | **Plants**Can I observe and describe how seeds and bulbs grow into mature plants?Can I find out and describe how plants need water, light and a suitable temperature to grow and stay healthy? | **Animals, including humans**Can I notice that animals, including humans, have offspring which grow into adults?Can I find out about and describe the basic needs of animals, including humans, for survival (water, food and air)?Can I describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene?Experiments |
| Geography objectives | Theme – Our Local AreaUK Focus *Can I use basic geographical vocabulary to refer to:* ***Key human features:*** *city, town, village, house, farm, factory, office, port, harbour, shop, address?*Can I use basic geographical vocabulary to refer to: **Key physical features:** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather?Can I study the geography of my school, its grounds and its surrounding environment using my knowledge of key human and physical features? (Is it a city, town, village, coastal, urban or rural area?)Can I use simple fieldwork and observational skills to study and describe the geography of my school and its grounds?Can I name and locate the 4 countries, capital cities and surrounding seas of the UK? | Theme – Comparing PlaceKenya and UK FocusCan I identify characteristics of the UK?Can I understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting **non-European** country? (Kenya)Can I use observational skills and ask and respond to questions?Can I make and use a simple map and create basic symbols in a key? (Safari map)Can I use aerial photographs and plan persepectives to recognise landmarks and basic human and physical features? | Theme – Our Wonderful WorldWorld FocusCan I name and locate the 5 oceans?Can I name and locate the 7 continents?Can I follow a route on a prepared map using locational and directional language (e.g. left/right, near/far, NESW) to find and describe the location of features and routes on a map?Can I explain and find information from aerial photos and explain how/why we use them? (Digimaps – climate and population) (Kenya and England comparison) |
| History objectives(Historical Association) | **Who was George Stephenson and why was he significant?**To know about significant historical events, people and places in their own locality.Lesson 1: Chronology and VocabularyLesson 2: Using chronological vocabulary with a timelineLesson 3: Who was George Stephenson?Lesson 4: When was George Stephenson alive?Lesson 5: What did George Stephenson do?Lesson 6: Stephenson’s RocketLesson 7: Changes in railways and trainsLesson 8: Stephenson’s impact locally and nationallyLesson 9: Enquiry – Was George Stephenson all that significant?Guy FawkesRemembrance Day | **Great Fire of London**

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| How can we work out why the Great Fire started?  |

*W*hat actually happened during the Great Fire and how can we know for sure 350 years later? Why did the Great Fire burn down so many buildings? Could more have been done to stop the Fire? How did people manage to live through the Great Fire? How shall we rebuild London?  | **Florence Nightingale**Why is Florence Nightingale remembered today and what did she do in her life?Why do you think Florence took the brave steps to go to the Crimea and who influenced her?What did Florence do to help the soldiers and did everyone have the same opinion of her? What were the most important achievements of Florence’s life? Why have we learnt so much about Florence and so little about Mary Seacole? How should we remember Florence Nightingale and Mary Seacole?  |
| Art objectives**Access Art**nharrison\_sep2022MonkeyPuzZle10  | Explore and DrawDisciplines: Drawing, Sketchbooks, CollageKey Concepts:•That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art.•That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity.•That we can use the things we find to draw from, using close observational looking.•That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. •We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like. | Expressive PaintingDisciplines:Painting, SketchbooksKey Concepts:•That artists sometimes use loose, gestural brush marks to create expressive painting. •Expressive painting can be representational or more abstract.•Artists use impasto and graffito to give texture to the painting.•Artists sometimes use colour intuitively and in an exploratory manner.•That we can enjoy, and respond to, the way paint and colour exist on the page. | Be An ArchitectDisciplines: Architecture, Drawing, Sketchbooks, Collage, MakingKey Concepts:•That architects design buildings and other structures which relate to our bodies and which enhance our environment. •That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures. •That we can use drawing as a way to help us process and understand other people’s work. •That we can use digital tools such as drones and film to inspire us.•That we can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus.•That we can use “Design Through Making” (some call it Make First) as a way to connect our imagination, hands and materials. |
| PHSE objectivesLesson 1: Group agreementResources:<https://www.kapowprimary.com/subjects/rse-pshe/> | Health and WellbeingPhysical health and mental health-what it means to be healthy and why it is important-ways to take care of themselves on a daily basis-about basic hygiene routines, e.g. hand washing-about healthy and unhealthy foods, including sugar intake-about physical activity and how it keeps people healthy-about different types of play, including balancing indoor, outdoor and screen-based play-about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors-how to keep safe in the sunGrowing and changing-to recognise what makes them special and unique including their likes, dislikes and what they are good at-how to manage and whom to tell when finding things difficult, or when things go wrong- how they are the same and different to others-about different kinds of feelingshow to recognise feelings in themselves and others-how feelings can affect how people behaveKeeping safe-how rules can help to keep us safewhy some things have age restrictions, e.g. TV and film, games, toys or play areas-basic rules for keeping safe online and whom to tell if they see something online that makes them feel unhappy, worried, or scared (Taught in Computing with Mrs Mercy) | RelationshipsFamilies and Friendships-about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teacher -the role these different people play in children’s lives and how they care for them -- what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. -about the importance of telling someone — and how to tell them — if they are worried about something in their familySafe Relationships-about situations when someone’s body or feelings might be hurt and whom to go to for help-about what it means to keep something private, including parts of the body that are private-to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)-how to respond if being touched makes them feel uncomfortable or unsafe-when it is important to ask for permission to touch others-how to ask for and give/not give permissionRespecting ourselves and others-what kind and unkind behaviour mean in and out of school-how kind and unkind behaviour can make people feel-about what respect means-about class rules, being polite to others, sharing and taking turns | Living in the wider worldBelonging to a community-about examples of rules in different situations, e.g. class rules, rules at home, rules outside-that different people have different needs-how we care for people, animals and other living things in different ways-how they can look after the environment, e.g. recycling (EARTH DAY!)Media literacy and digital resilience – Taught in ICT-how and why people use the internet-the benefits of using the internet and digital devices-how people find things out and communicate safely with others online (ICT throughout the year)Money and work-that everyone has different strengths, in and out of school-about how different strengths and interests are needed to do different jobs-about people whose job it is to help us in the community-about different jobs and the work people do |
| PE objectivesGet set for PE | Dance  | Gymnastics  | Target Games | Net and Wall | Fitness | Invasion |
| ICT objectivesTaught in PPA by Lisa Mercy | Computing systems and networks – IT around us | Creating media – Digital photography | Programming A – Robot algorithms | Data and information - Pictograms | Creating media – Digital music | Programming B – Programming quizzes |
| RE objectivesTaught in PPA by Mrs Humble | Where do we belong?What can we learn from the story of St Cuthbert? | What do Christians believe God is like?Who do Christians say made the world?Why does Christmas matter to Christians?Nativity StoryChristmas performance | Who is a Muslim and how do they live? | Why does Easter matter to Christians?What makes some places sacred to believers? | Who is Jewish and how do they live? | How should we care for others and for the world, and why does it matter?What does it mean to belong to a faith community |
| DT objectives | 1. Den building2. Science Investigation – Box habitats3. Moving Pictures Plan Bee Levers and sliders | 1. Moving Pictures Plan BeePivots2. African pots | 1. Healthy Eating Plan Bee\*Smoothie Making2. Cooking – Abbey biscuits in Junior kitchen and making a healthy sandwich (PPA – Marsha and Sue) |
| Music objectives Taught in PPA by Clair Hacker and Louise MacDougall | Kapow MusicPulseKeep a steady pule in a group and solo with a musical instrument- Demonstrate at least two different time signatures Rhythm- Repeat back longer basic rhythms from memory at least two bars performing from very basic notation, e.g. crotchet, quavers and minimsMelody- Identify where elements change for example music gets faster or louder replicate these changes in a simple performanceActive Listening- Repeat back longer basic rhythms from memory at least two bars and add imitations of the rhythms as improvisationComposing and Improvising- Play longer phrases on untuned percussion instruments and body percussionPerforming- Sing simple songs and folk songs in roundsSinging- Sing back short melodies that use around 2 to 3 notes- Perform from rhythmic notation including crotchet and minimsKey VocabPULSE: the steady beat of a piece of a piece of music PITCH: the melody and the way the notes change from low to high and vice versa. RHYTHM: or duration is the pattern of long and short sounds in a piece of music DYNAMICS: Loud and soft TEMPO: Fast and slow TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments) TEXTURE: Layers of sound (number of instruments or voices playing together) STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse. |