



YEAR 2: AUTUMN		WHY DO WE LOVE LONDON?		Value: Respect/Peace
<b>Suggested Entry Point:</b> Some artefacts (leather fireman's hat & bucket) appear in class: what are they?	<b>Suggested Final Outcome:</b> Class museum about the Fire of London and cross-curricular display in hall.	<b>Suggested Visit:</b> Walk along London's Southbank to see landmarks and visit The Monument.		<b>Using the School Environment:</b> Materials hunt around the school and grounds: natural or made?
<b>Driver Subjects:</b>		<b>Cross-Curricular Subjects:</b>		<b>Other Subjects:</b>
<p><b>Geography: Where do I live?</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom &amp; its surrounding seas. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, house, office, shop. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied. Ask and answer geographical questions (What is this place like? What/who will I see in this place? What do people do in this place?) Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Identify land use around the school.</p> <p><b>History: Great Fire of London</b> Learn about events beyond living memory that are significant nationally or globally. Learn about significant historical events, people and places in their own locality. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Describe historical events. Use dates where appropriate. Recognise that there are reasons why people in the past acted as they did. Identify some of the different ways the past has been represented.</p>		<p><b>Science: Materials</b> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard. Ask simple questions. 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 in answering questions.</p> <p><b>Art: Printing</b> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints.</p> <p><b>DT: Mechanisms</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups. Create products using levers, wheels and winding mechanisms. Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p>		<p><b>RE:</b> The Lord's Prayer/All Saints' Day/Nativity Characters</p> <p><b>Computing:</b> Programming/Scratch/E-safety</p> <p><b>PSHE:</b> Physical health &amp; wellbeing: What keeps me healthy? Mental health &amp; emotional wellbeing: Friendship</p> <p><b>Music:</b> Charanga Scheme Hands, Feet, Heart/ Little Angel Gets Her Wings</p> <p><b>PE:</b> Real PE Unit 1: Personal Coordination: Footwork Static Balance: One Leg Unit 2: Social Dynamic Balance to Agility: Jumping &amp; Landing Static Balance: Seated</p> <p><b>BIG QUESTIONS:</b></p> <p><b>Autumn 1:</b> Is it more important to respect yourself or other people?</p> <p><b>Autumn 2:</b> How would you bring peace to the world?</p>



YEAR 2: SPRING		WHY ARE POLAR BEARS WHITE?		Values: Love/Faith
<b>Suggested Entry Point:</b> Find a bag belonging to an Arctic Explorer.	<b>Suggested Final Outcome:</b> Cross-curricular topic display in hall.	<b>Suggested Visit:</b> National Maritime Museum	<b>Using the School Environment:</b> Go 'exploring' on the school field in winter.	
Driver Subjects:		Cross-Curricular Subjects:		Other Subjects:
<p><b>Geography: The Arctic</b> Name and locate the world's seven continents and five oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. Use world maps, atlases and globes to identify the countries, continents and oceans studied. Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) Use geographical vocabulary to refer to key physical features.</p> <p><b>Science: Living Things &amp; Their Habitats</b> 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. Ask simple questions. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p>		<p><b>History: Arctic Explorers</b> Learn about the lives of significant individuals in the past who have contributed to national and international achievements – Roald Amundsen and Matthew Henson, Arctic Explorers. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Use artefacts, pictures, stories, online sources and databases to find out about the past. Ask questions such as: What was it like for people? What happened? How long ago? Describe historical events. Describe significant people from the past. Use dates where appropriate.</p> <p><b>Art: Sculpture</b> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving.</p>		<p><b>RE:</b> Jesus's Parables/God's Rules for Living/ Easter Symbols</p> <p><b>Computing:</b> Photographing/Researching/E-safety</p> <p><b>PSHE:</b> Sex &amp; Relationship Education Boys and girls, families.</p> <p><b>Music:</b> Charanga Scheme Glockenspiel Stage 1/1 Wanna Play in a Band</p> <p><b>PE:</b> Real PE Unit 3: Cognitive Dynamic Balance: On a Line Static Balance: Stance Unit 4: Creative Coordination: Ball Skills Counter Balance: With a Partner</p> <p style="text-align: center;"><b>BIG QUESTIONS:</b></p> <p style="text-align: center;"><b>Spring 1:</b> Do you have to earn love?</p> <p style="text-align: center;"><b>Spring 2:</b> What does it mean to have faith?</p>



YEAR 2: SUMMER		HOW DOES YOUR GARDEN GROW?		Values: Perseverance/Hope
<b>Suggested Entry Point:</b> A handful of different seeds (inc. beans) is found by teacher. What are they?	<b>Suggested Final Outcome:</b> Science display, including project work, on display.	<b>Suggested Visit:</b> Kew Gardens or similar.	<b>Using the School Environment:</b> Fieldwork to survey and collect examples of plants in the school grounds.	
Driver Subject:		Cross-Curricular Subjects:		Other Subjects:
<p><b>Science:</b>  <b>Growing Plants</b>            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.  <b>Animals, Including Humans – Growth &amp; Survival</b>            Explore and compare the differences between things that are living, that are dead and that have never been alive.            Notice that animals, including humans, have offspring which grow into adults.            Investigate 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.            Ask simple questions.            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 in answering questions.</p>		<p><b>Geography: Map Makers</b>            Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.            Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.            Devise a simple map and use basic symbols in a key.            Use simple grid references (A1, B1).   <b>Art/DT: Textiles</b>            Respond to ideas and starting points.            Explore ideas and collect visual information.            Explore different methods and materials as ideas develop.            Join materials using glue and/or a stitch.            Shape textiles using templates.</p>		<p><b>RE:</b> Sikhism/Jewish Celebrations</p> <p><b>Computing:</b> Emails/Bug Hunt/E-safety</p> <p><b>PSHE:</b> Keeping safe &amp; managing risk: Indoors and outdoors Drug, alcohol &amp; tobacco education: Medicines and me</p> <p><b>Music:</b> Charanga Scheme Zoo Time/Reflect, Rewind and Replay</p> <p><b>PE:</b> Real PE Unit 5: Applying Physical Coordination: Sending &amp; Receiving Agility: Reaction/Response Unit 6: Health &amp; Fitness Agility: Ball Chasing Static Balance: Floor Work</p> <p><b>BIG QUESTIONS:</b></p> <p><b>Summer 1:</b> How can we persevere to make a better world?</p> <p><b>Summer 2:</b> What would our planet hope for?</p>