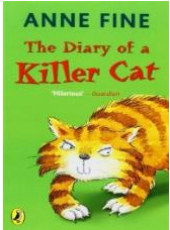
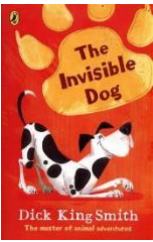
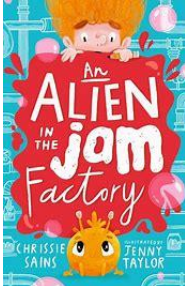
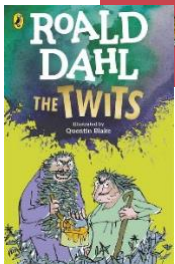
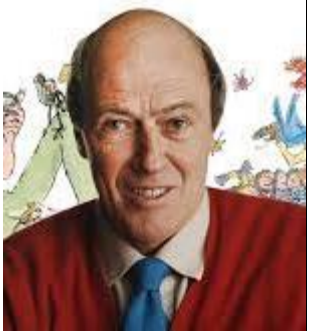
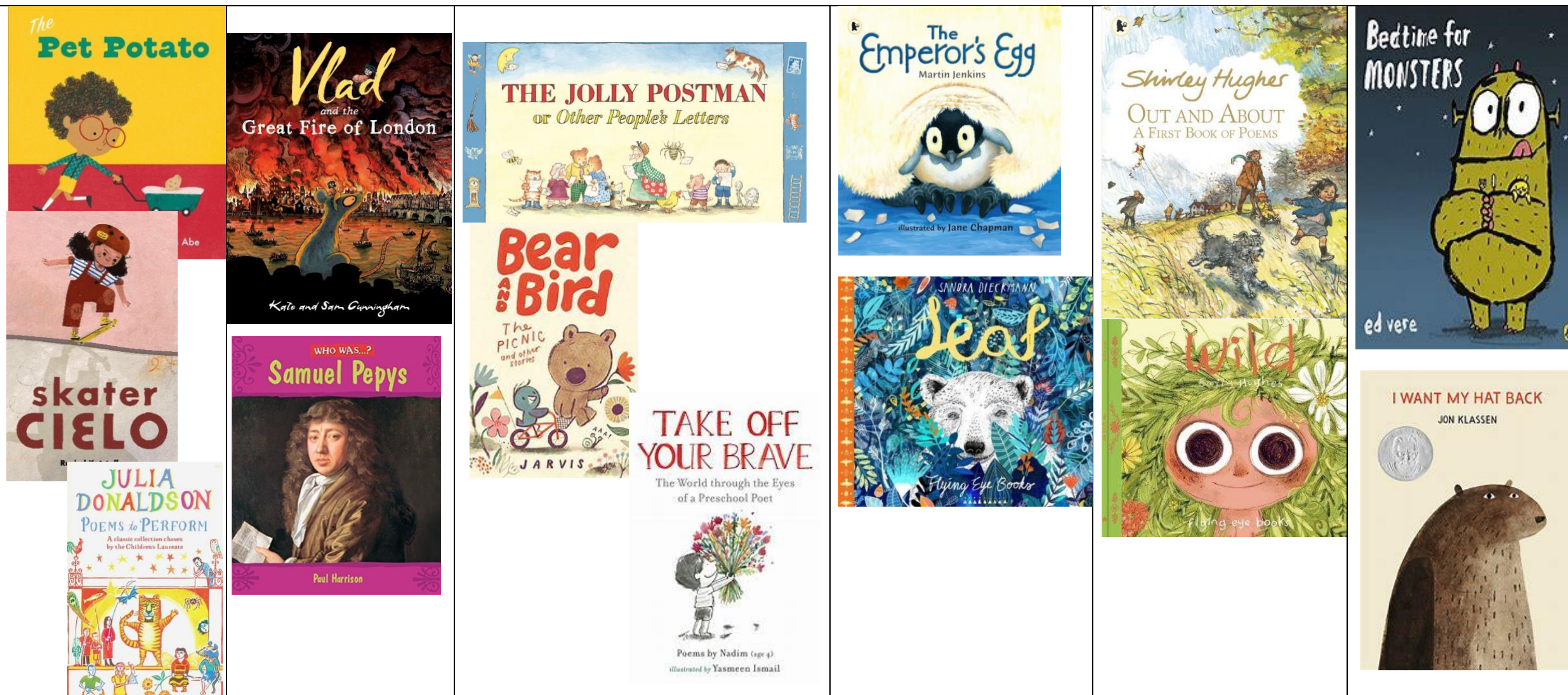


YEAR 2 		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEME		Changing Times History Focus (Discover)		Journey to Another Place Geography Focus (Explore)		Our Beautiful World Art Focus (Create)	
CONCEPTS		Belonging, Community, Friendship, Adversity, Resilience, Transformation		Well-being, Equality, Individuality, Identity		Stewardship, Beauty, Sustainability, Creativity, Tolerance	
Enquiry Questions		If you could keep everything exactly as it is now, would you? What is change? When does it happen?		What is a journey? What preparation needs to be undertaken for a journey? Does a place have to be somewhere real?		What is beauty? If there was only one season, would anything change? Is everywhere the same?	
ENGLISH    		Reading Text The Diary of a Killer Cat By Anne Fine   The Invisible Dog By Dick King-Smith  		Reading Text The Magic Faraway Tree by Jacqueline Wilson  An Alien in the Jam Factory by Chrissie Sains   		Reading Text Esio Trot The Twits By Roald Dahl    Summer read: The Twits Next Door by Greg James and Chris Smith	
		Writing Fiction Story writing – retelling Character description Sentence structure Non-Fiction Letter writing Poetry Performance poetry	Writing Fiction Setting description Diary writing – Samuel Pepys/Vlad Non-Fiction Christmas cards GFoL information leaflet Poetry Fireworks/GFoL (unit 6 and 9) onomatopoeia, acrostic, shape	Writing Fiction Diary writing (unit 16) Story writing – perspective (unit 5) Non-Fiction Letter writing Persuasive writing Non-Chronological Reports	Writing Fiction Setting description Story writing – retelling (unit 14) Non-Fiction Information texts Poetry Vocabulary	Writing Fiction Story writing – creative Character description Dialogue Non-Fiction Comparison writing Poetry Song lyrics – What a Wonderful World	Writing Fiction Story writing Non-Fiction Instruction writing Persuasive letters Poetry Seasons poetry

Jonathan Bond
The English Unit Kit



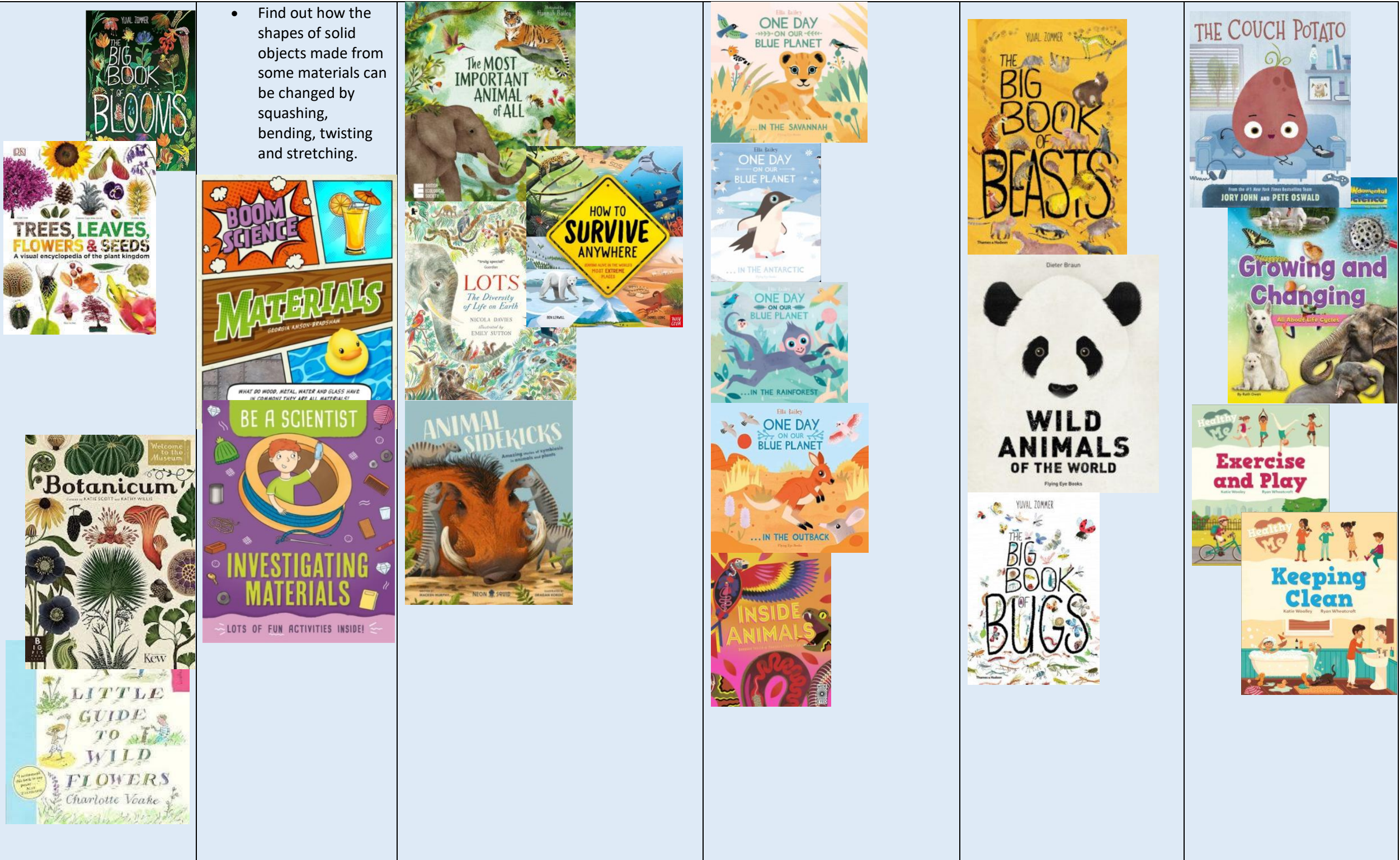
Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read 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
- Re-read these books to build up their fluency and confidence in word reading.

Reading Comprehension

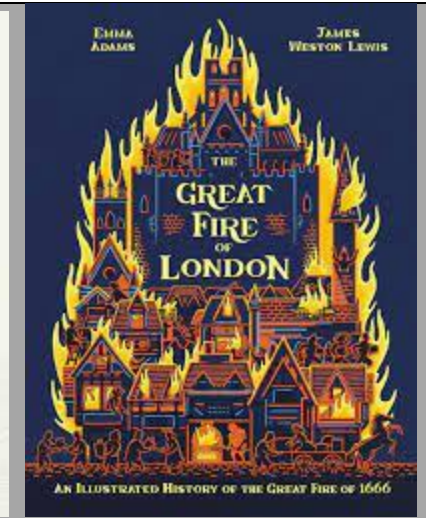
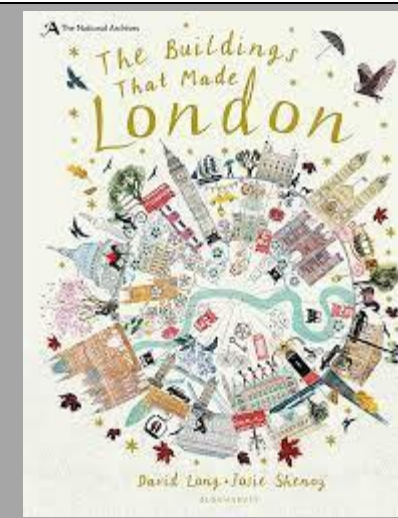
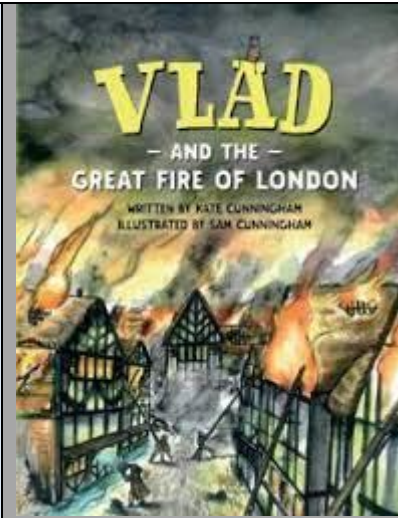
- **Develop pleasure in reading, motivation to read, vocabulary and understanding by:**
Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
Discussing the sequence of events in books and how items of information are related
Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
Being introduced to non-fiction books that are structured in different ways
Recognising simple recurring literary language in stories and poetry
Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
Discussing their favourite words and phrases
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 by:**
Drawing on what they already know or on background information and vocabulary provided by the teacher
Checking that the text makes sense to them as they read and correcting inaccurate reading
Making inferences on the basis of what is being said and done
Answering and asking questions
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 say**
- **Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves**

SCIENCE	Writing • Develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes • Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence • Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • Read aloud what they have written with appropriate intonation to make the meaning clear. Grammar • Develop their understanding of concepts by: Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • Learn how to use: Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify [for example, the blue butterfly] The present and past tenses correctly and consistently including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Some features of written Standard English • Use and understand the grammatical terminology in discussing their writing. Spelling • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • Learning to spell common exception words • Learning to spell more words with contracted forms • Learning the possessive apostrophe (singular) [for example, the girl’s book] • Distinguishing between homophones and near-homophones • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • Apply spelling rules and guidance • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Handwriting • Form lower-case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words that reflects the size of the letters.					
	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.	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	Living Things and Their Habitats • 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 • 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 • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Living Things and Their Habitats • Identify and name a variety of plants and animals in their habitats, including microhabitats • Explore and compare the differences between things that are living, dead, and things that have never been alive	Animals Including Humans • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Notice that animals, including humans, have offspring which grow into adults

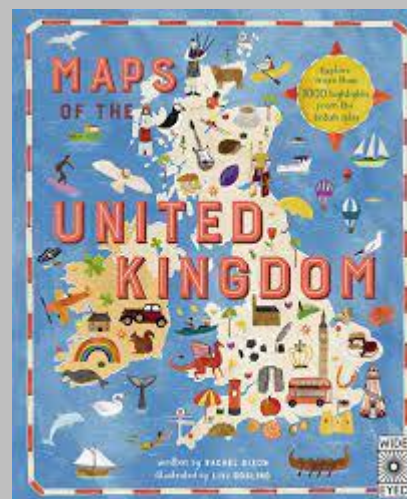
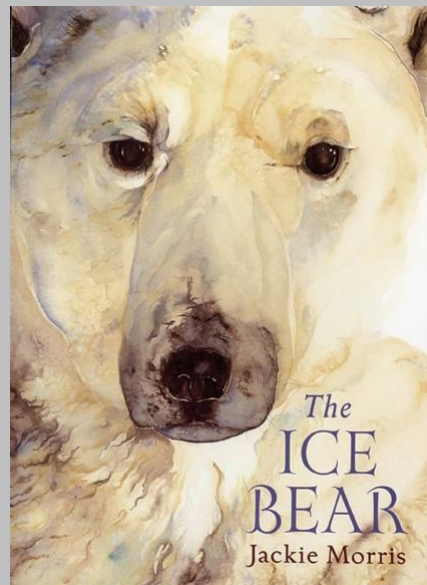
	 Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	
HISTORY	The Great Fire of London - Use photographs and artefacts to find out about the past. - Ask questions about history. - Identify some of the different ways the past has been represented. - Listen to and read information to decide between fact and fiction. - Plot events on a timeline. - Order events and important dates on a timeline.	



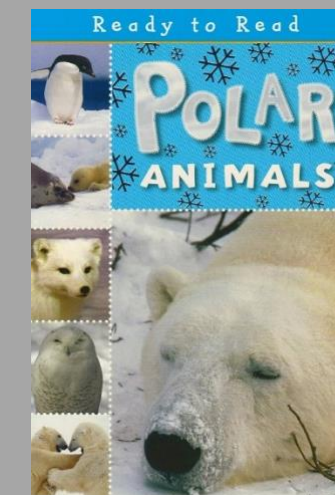
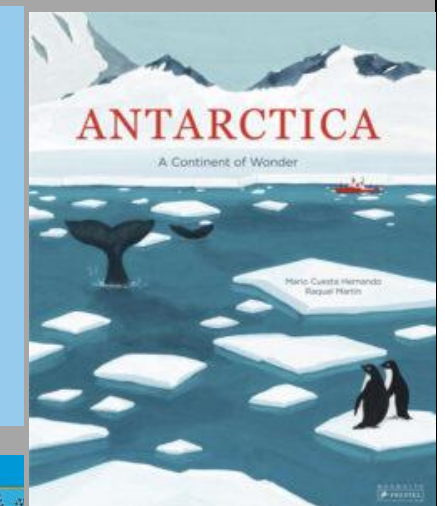
- Talk about changes during a historical period.
- Use vocabulary: old, oldest, new, newest, before, after, past, present, future.



GEOGRAPHY Poles Apart



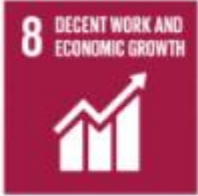
- Confidently identify the countries of the United Kingdom.
- Locate and name on a UK map major features e.g. London, the River Thames, Harlow and some seas around the UK.
- Independently identify land and sea on maps. Use information books/pictures as sources of information with increasing independence.
- Identify different world terrains including canyon, desert, glacier, forest, mountain, hill, and ocean.
- Ask and answer a mixture of closed and open questions about terrains.
- Confidently follow directions (up, down, left, right, forwards and backwards).
- Begin following compass points north, south, east and west.
- Use picture maps, globes, and digital maps with increasing independence.
- Find land and sea on maps with increasing independence.
- Use teacher drawn maps with increasing independence.
- With support, look at the features on an aerial/oblique photographs.
- Use a map to move around school with increasing independence.
- Begin drawing maps of real places.
- Begin to understand the need for a key.
- Use class agreed symbols to make a key.



COMPUTING 	• E-safety Searching and sharing • Coding (2Code) Algorithms Collision detection Using a timer Different object types Buttons Debugging	• E-safety Email • Spreadsheets (2Calculate) Introduction Adding images Exploring images Totalling tools Add amounts Tables and graphs	• E-safety Digital footprint • Questioning (2Question, 2Investigate) Pictograms Yes/no questions Binary trees Using 2Question Using 2Investigate	• E-safety Searching and sharing • Effective Searching (Internet browser) Understanding the internet Searching the internet Sharing knowledge of the internet	• E-safety Email • Creating pictures (2PaintaPicture) Intro/impressionism Pointillist art Piet Mondrian Willam Morris and pattern Surrealism and eCollage • Making Music (2Sequence) 2Sequence Making music Soundtracks	• E-safety Digital footprint • Presenting Ideas Story three ways Ideas as a quiz Non-fiction fact file Make a presentation
DESIGN AND TECHNOLOGY		Food Technology: smoothie making linked to Science healthy eating. Skills: • Know that food comes from plants or animals and that it is farmed or caught. • Know how to prepare simple dishes safely and hygienically without a heat source, name and sort foods into groups; know that everyone should eat at least five portions of fruit and vegetables a day.	Mechanisms: (Wheels and Axels) Project 1: Structured – journey from A – B based on Lonely Beast new story: journeys. Skills (Link to Maths – Position and Direction, Geography mapping & Computer programming): • Use simple design criteria; state what their products are, who and what they are for and how they will work. • generate ideas using their own experiences and existing products; use talk, drawing, templates, mock-ups and, where appropriate, computers. • plan by suggesting what to do next; select from a range of tools, equipment, materials and components. • follow procedures for safety and hygiene; measure, mark out, cut, shape, assemble, join, combine and finish a range of materials and components. • make simple judgements about their products and ideas against design criteria. • explore who and what products are for, how they work and are used, what materials they are made from and what they like and dislike about them. know about the simple working characteristics of materials and components, the movement of simple mechanisms, how freestanding structures can be made stronger, stiffer and more stable; use the correct technical vocabulary.		Mechanisms: (Wheels and Axels) Project 2: Greater independence, create a wheeled float for carnival. Skills: • Use simple design criteria; state what their products are, who and what they are for and how they will work. • generate ideas using their own experiences and existing products; use talk, drawing, templates, mock-ups and, where appropriate, computers. • plan by suggesting what to do next; select from a range of tools, equipment, materials and components. • follow procedures for safety and hygiene; measure, mark out, cut, shape, assemble, join, combine and finish a range of materials and components. • make simple judgements about their products and ideas against design criteria. • explore who and what products are for, how they work and are used, what materials they are made from and what they like and dislike about them. know about the simple working characteristics of materials and components, the movement of simple mechanisms, how freestanding structures can be made stronger, stiffer and more stable; use the correct technical vocabulary.	
ART	3D Form Artist: Eva Rothschild	Christmas Crafts	Focus: Painting Artist: Piet Mondrian	Easter Crafts	Focus: Drawing real life/nature related / (Leaf / English linked) Artist: Ruth Palmer	End of year project encompassing year’s work: creating BEAUTIFUL WORLD themed float for carnival.



PSHE 	Meet Your Brain - What our brains look like, how it helps us and its 3 parts. - How brains grow, what neuroplasticity is and learning how to be our best selves. - What and how emotions can impact H-A-P. - Happy breathing and brain reactions.	Celebrate - Character and why it matters - Character strengths - Growing our strengths - Sharing our strengths and positive feedback	Appreciate - Gratitude – what it means, how we can show it and what we might be grateful for. - The importance of showing gratitude towards ourselves. - Why it is important to be grateful for experiences.		Relate - Learning good relationships with people - How our differences help us - How we relate with others - How we use our strengths to relate to others - Active listening - Other people's reactions - Happy breathing and friendships	Engage - Feel good and do good - Goal setting - Keeping focused on our goals
RELIGIOUS EDUCATION 	Islam - Theology focused enquiry What do Muslims believe about God? - Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. - Recognise that some beliefs connect together and begin to talk about these connections. - Give different examples of how Muslim beliefs influence daily life.	Islam and Christianity – Social Science focused enquiry How do Christians and Muslims worship God? - Recognise the names of different religions, religious beliefs and worldviews and use them correctly. - Identify evidence of religion and belief especially in the local area. - Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Christianity – Theology focused What are the best symbols of Jesus’ death and resurrection at Easter? - Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. - Recognise that some beliefs connect together and begin to talk about these connections. - Give different examples of how Christian beliefs influence daily life.	Christianity, Non-religious and Islam – Philosophy focused enquiry How do people decide what is right and wrong? 1.Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them. 2. Talk about what people mean when they say they 'know' something. - Give a reason to say why someone might hold a particular belief using the word 'because'. Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.	Christianity, Islam, Worldview/Humanism – Social Science Focus Why do people think we should care for the Earth? - Recognise the names of different religions, religious beliefs and worldviews and use them correctly. - Identify evidence of religion and belief especially in the local area. - Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	
PHYSICAL EDUCATION	Indoor: Multi Skills X6 Travelling, balancing, manipulating equipment Outdoor: Football X6 Football festival Years 1/2 20/10/23	Indoor: Dance X6 Exploration Outdoor: Multi Skills X6 Throwing and catching	Indoor: Gymnastics X6 Body Management & Vault Outdoor: Invasion Games X6 Sportshall athletics Years 1/2 15/02/24	Indoor: Dance X6 Choreography Outdoor: Running X6	Indoor: Gymnastics X6 Floor exercises & vault Outdoor: Athletics x6 Sports day prep Cricket skills festival 03/05/24 Gymnastics competition 24/05/24 (inset day)	Indoor: Recap of fundamental skills from the whole year. Recap, review, practise and retain. Play games! Outdoor:3-tees Cricket X6 3-tees cricket competition 28/06/24 Mini Olympics 05/07/24
MUSIC 	Glockenspiel Unit: Charanga - Exploring orchestra - Pulse, rhythm, tempo, pitch and dynamics - Theory and composing - Playing together - Practice at home and school - Sheet music	Listening and Appraising Nativity Prep	Inventing a musical story - Understanding music - Improvise together - Listen and respond - Learn to sing the song - Play your instruments - Composing and improvising - Performance	Spring Concert Practice Listening and Appraising	I love the flowers: Composition focus Samba Visit	Summer Performance to Parents Listening and Appraising

GLOBAL LEARNING LINKS	Compassion   	Environment   	Arts 
LIFE SKILLS	Working together Problem-solving Reflecting on decision making Being selfless	Using money (maths link) Sustainability	Using time (maths link) Independence – shoelaces, organisation, preparing for KS2
VISITS / TRIPS	Reading café Workshop for Great Fire of London?	Reading café Sealife Centre	Reading café Samba workshop Local outdoor trip/picnic
Authentic Outcomes	Create miniature Great Fire of London!	Shoebox arctic museum with facts about Antarctica and the Arctic Use funds to adopt a polar bear?	Create own version of ‘A Wonderful World’ adjusting lyrics. Video for social media.