

Year 2 2021 - 2022						
	All About Me	What did they do for me?	From Local to Global	Time Travellers	Show What You Grow	Heal the World
	Whole School Museum	Produce and publish a book	Whole School Information Centre	Performance	Whole School Picnic/Farmers Market	
Highlighted outcomes for assessment	<p>English:</p> <p>Grandad's island:</p> <p><i>Letters/Diaries</i></p> <p>CEW: because, kind, behind, any, child, children, wild, both, father, eye, beautiful, house</p> <p>Focus for children who have not achieved Y1 CEW</p> <p>Whole Class Shared Read: Pumpkin Soup (PSHE Link - Friendship) Incidental Write - Instructions</p> <p>Reading for Pleasure: NF books linked to Explorers and compared to F books about Explorers.</p> <p>Mastery: Capital Letters and Full Stops Question Marks Past tense Coordinating conjunctions.</p> <p>Learn Drunken Sailor Song/Row Row Row your Boat Rhyme Create own ocean senses poem -</p> <p>Old Macdonald had a Farm sense song.</p>	<p>English: Enrichment link within history unit</p> <p>Where the Poppies Now Grow (Rhyming book - learn first half off by heart) Character Description Setting Description</p> <p>Recount from a character's point of view - apply letters from previous term</p> <p>CEW: grass, past, behind, whole, only, old, many, cold, Christmas, parents, Mr. Mrs., everybody,</p> <p>Whole Class Shared Read: Between a Tick and a Tock</p> <p>Mastery: Coordinating Conjunctions Expanded Nouns</p> <p>Reading for Pleasure: The Nothing to See Here Hotel (Humour - link with setting descriptions and character descriptions - great detail) Longer Text - assess based on children's ability.</p> <p>Create a descriptive poem about the poppy fields.</p>	<p>English: Visit to Whitworth linked to drawing - email sent</p> <p>The Magic Paintbrush (Join in with story - rhyme) Book Review Apply: Character descriptions. Setting descriptions.</p> <p>CEW: improve, money, sugar, steak, could, would should, eye, prove, move, who</p> <p>Whole Class Shared Read: Hibernation Hotel</p> <p>Mastery: Exclamation Marks Expanded Nouns Adverbs Subordinating Conjunctions</p> <p>Reading for Pleasure: The Boy Who Grew Dragons - good character description.</p> <p>The Chocolate Monster - early chapter book to develop listening (same author as Dog on a Broomstick, plus similar books for those chn at that high level to access in the reading area)</p>	<p>English:</p> <p>The Great Fire of London</p> <p>GFoL Song https://www.youtube.com/watch?v=J5eVIKWSHAA</p> <p>Non-Chronological Report Instructions Apply: Setting Descriptions</p> <p>Outcome: Information Text</p> <p>CEW: great, past, water, bath, hour, move, even, sure, every</p> <p>Whole Class Shared Read: Toby and the Great Fire</p> <p>Mastery: Consolidate adverbs All sentence types Specific noun/verbs Past Progressive Tense</p> <p>Reading for Pleasure: The Royal Rabbits of London. Helpful for London topic for modern day.</p>	<p>English:</p> <p>Jack and the Baked Beanstalk</p> <p>Narrative application for a variety of writing styles/genres as part of the revision unit.</p> <p>Outcome: Innovated Version of the story</p> <p>Poetry Unit - Into the Woods (1 week)</p> <p>CEW: climb, gold, plant, path, pass, everyone, cold, told</p> <p>Whole Class Shared Read: Jim and the Beanstalk</p> <p>Revision Unit Mastery: Commas in a list Apostrophes Past Progressive Tense Consolidate all sentence types</p> <p>Reading for Pleasure - Versions of Jack and the Beanstalk to support writing of innovated version. Support (Book Review)</p> <p>Katie and the Gallery - link to art unit.</p>	<p>English:</p> <p>The Night Box Owl and the Pussycat</p> <p>Narrative Poems Information Text - Nocturnal Animals (Application for end of year)</p> <p>CEW: focus on words not achieved. Days of the week Months of the year.</p> <p>Whole Class Shared Read: The Deep, Dark Woods.</p> <p>Mastery: Consolidation similes</p> <p>Reading for Pleasure: Elvis the Squirrel</p>
	<p>Maths:</p> <p>Unit 1. Numbers to 100</p> <p>WRM R: 0-50 and T&Os (5 lessons)</p> <p>Unit 2. Addition and subtraction (1)</p> <p>WRM R: Count in 2, 5 and 10s (3 lessons)</p> <p>Unit 3. Addition and subtraction (2)</p>	<p>Maths:</p> <p>Unit 4. Money</p> <p>WRM R: Coins and Notes(1 lesson)</p> <p>Unit 5. Multiplication and division (1)</p> <p>WRM R: Equal Groups (4 lessons)</p> <p>money</p>	<p>Maths:</p> <p>Unit 6. Multiplication and division (2)</p> <p>WRM R: doubles, grouping and sharing (3 lessons)</p> <p>Unit 7. Statistics</p> <p>Unit 10: Fractions whole half</p>	<p>Maths</p> <p>Unit 8: Length and Height</p> <p>WRM R: Measure with a ruler (3 lessons)</p> <p>Unit 9. Properties of shapes</p>	<p>Maths:</p> <p>Unit 13. Time</p> <p>Days of the week https://www.youtube.com/watch?v=3tx0rvuXIRg WRM R: Hour and Half Hour (3 lessons) hour</p> <p>Unit 14. Weight, volume and temperature</p> <p>WRM R: Introduction to weight/mass and capacity</p>	<p>Maths:</p> <p>Unit 11. Position and direction</p> <p>WRM R: Describe position (2 lessons)</p> <p>Unit 12. Problem solving and efficient methods</p>

	WRM R: Add to 10, number bonds (3 lessons)				and volume - basic measures (4 lessons)	
	<p>Science: Observation overtime - Butterfly lifecycle Science: Research - Basic needs on an animal. Prior Learning: Describe and compare the structure of common animals. Parts of the human body and the senses. Prior Learning: Name and identify a variety of animals. Recognise and identify carnivore, herbivore and omnivore.</p> <p>Humans and Animals</p> <ul style="list-style-type: none"> Notice that animals have off-spring which grow into adults. Find out and describe basic needs. <p>Working Scientifically (whole term):</p> <ul style="list-style-type: none"> Identifying and classifying Observing closely, using equipment Using their observations and ideas to suggest answers to questions Oak Academy Unit: Humans and Animals (6 lessons) 	<p>Science: Identify and Classifying - Use of everyday materials. Prior Learning: Recognise common materials and identify objects made of these. Compare and group objects based on their properties.</p> <p>Materials</p> <ul style="list-style-type: none"> Identify and compare suitability of everyday materials. Find out how shapes of solid objects can be changed. <p>Working Scientifically:</p> <p>Perform simple tests</p> <ul style="list-style-type: none"> Identifying and classifying Observing closely, using equipment Using their observations and ideas to suggest answers to questions <p>Oak Academy Unit: Materials (12 lessons)</p>	<p>Humans and Animals</p> <ul style="list-style-type: none"> Describe the importance of exercise, food and hygiene. <p>Working Scientifically:</p> <ul style="list-style-type: none"> Observing closely Using their observations and ideas to suggest answers to questions 	<p>Science: Prior Learning: Identify wild and common garden plants. know the basic structure of plants.</p> <p>Plants <i>Working Scientifically: Identifying and classifying</i></p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. Find out about what plants need. <p>Working Scientifically:</p> <ul style="list-style-type: none"> Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions Performing simple tests <p>Instructions for planting.... Real-life Recount: Gardening day</p> <p>Oak Academy Unit: Plants (6 lessons)</p>	<p>Science: Comparative and Fair Testing - Growing Plants - Removing a need Plants</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. Find out about what plants need. 	<p>Science: Pattern Seeking - Conditions for a woodlice. Prior Learning: New Unit for Y2.</p> <p>Living Things and Habitats.</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead and alive or have never been alive. Identify that most things live in habitats which are suited to their basic needs. 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 a simple food chain <p>Working Scientifically:</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways (e.g. how do we find out about animals that do not live in this country?) <p>Incy Wincy Spider</p> <p>Cross Curricular: Report about an animal. Oak Academy Unit:</p>

						Living Things and Habitats (6 lessons)
	History/Geography: Prior Learning Links:	History/Geography: Enrichment: Memorial Garden trail with family - visit with class if possible	History/Geography: Enrichment:	History/Geography: Prior Learning: London today	History/Geography: Animal Take Over school visit -	History/Geography: Fox Howl

	<p>Guy Fawkes - Significant person/period of history. Picture timelines on a premade line.</p> <p>Now and Then Significant people in history – Neil Armstrong and Christopher Columbus</p> <ul style="list-style-type: none"> Use online sources to find out about the past. Describe significant people from the past. Use historical vocabulary. Create timelines. <p>Vocabulary: Explorer. Race, astronaut, significant, Russia, NASA, Apollo 11, landing, space shuttle, moon, space, navigator, America.</p> <p>Cross-Curricular Write: Information Text (Profile on a Significant person)</p> <p>Oak Academy Unit: Explorers (8 lessons) <i>Located in Y1</i> Historical Association (6 lessons) Christopher Columbus Song - https://www.youtube.com/watch?v=-yzzCYJDPrQ</p>	<p>In class visit from Mr Finch to share artefacts</p> <p>Prior Learning: Remembrance/Celebration - Bonfire Night. War in modern times - link to real-life for some children/families.</p> <p>Remembrance – why do we wear a poppy?</p> <ul style="list-style-type: none"> Identify some of the different ways the past has been represented. Use pictures/stories/online sources to find out about the past. Describe historical events. Show understanding of a nation’s history. Show an understanding of war and peace. <p>Vocabulary:</p> <p>Cross-Curricular Write: Diary to recount historical event.</p> <p>Letter writing - taught in A1 Eng</p> <p>Oak Academy Unit: Remembrance (3 lessons)</p> <p>Historical Association (4 lessons)</p>	<p>In class visit from Mrs Parkinson to share information about China Create an information display .</p> <p>Whitworth - study of Van Gogh Paintings linked to line drawing.</p> <p>Prior Learning: Our school and the immediate area. Keywords to identify physical and human features. Countries of UK - capital cities. Continents of the world.</p> <p>Comparisons with Non-EU country. UK – China Warrington – Beijing</p> <ul style="list-style-type: none"> Ask and answer geographical questions. Name countries of the UK as well a world countries. Name, locate, and identify characteristics of a country. Understand geographical similarities and differences. Compass directions.. Use simple grid references <p>Cross-Curricular: Information book about China.</p> <p>Gong Xi, (Chinese New Year) Song SA - UK countries/capital song. Continents Song https://www.youtube.com/watch?v=K6DSMZ8b3LE&vl=en</p>	<p>Link to significant events studied this year to have a concept of time.</p> <p>Significant Event – Great Fire of London.</p> <ul style="list-style-type: none"> Ask questions. Observe evidence to ask questions. Use pictures/stories to find out about the past. Describe historical events. Describe significant people from the past. Place events in order on a timeline. Use dates where appropriate. Use historical words and phrases. <p>Vocabulary:</p> <p>Cross-Curricular: Non-Chronological Report and letter from somebody who lived in 1666</p> <p>Instructions - Thomas Farriner’s Cakes</p> <p>Description of the fire - apply learning from the half term.</p> <p>Character description of Toby in the Great Fire - WCR outcome.</p> <p>Ring a Ring a Roses - Rhyme</p> <p>Oak Academy Unit: Great Fire of London (10 lessons)</p> <p>Historical Association (6 lessons)</p>	<p>Also see Creative Steps Dance South America Year5 Prior Learning: Plants and Animals in science Continents Year1</p> <p>Rainforests</p> <ul style="list-style-type: none"> Ask and answer geographical questions. Use world maps Human and physical features of a location. Identify seasonal and daily weather patterns. Physical Features: vegetation <p>www.raintoday.co.uk (looks at weather patterns)</p> <p>Cross-Curricular: Rainforest Information text in the style of a leaflet (apply previous term)</p> <p>Letter from the rainforest - apply previous half term.</p> <p>Oak Academy Unit: Brazil (10 lessons)</p>	<p>Prior Learning: Our school and immediate area - Y1</p> <p>Recognising our school and local area and changes that may be happening around us.</p> <ul style="list-style-type: none"> Ask and answer questions. Find out about the geography of the school. Use aerial images. Identify land use around the school. Use compass directions and locational language. Devise a simple map, use and construct basic symbols in a key. <p>www.maps.nls.uk</p> <p>Physical features – forest, hill, brook, river, canal. Human Features – city, town, village.</p> <p>Vocabulary:</p> <p>Oak Academy Unit: Villages, Towns and Cities (6 lessons)</p>
	<p>RE: Judaism – Who made the world?</p> <p>Oak Academy Unit: Judaism (10 lessons)</p>	<p>RE: Christianity – What do special stories teach worshippers and others</p>	<p>RE: Islam – Does worship have to happen in a special place/at certain times?</p>	<p>RE: Christianity – the church. How and why is celebrating important in religion and worship? (the pentecost)</p>	<p>RE: Christianity -Jesus-Why do some people have religious rituals?</p>	<p>RE: Hinduism – Can worship help people remember what is important?</p>

-	<p>Art/DT:</p> <p>DT - Wheels and Axles Moving vehicle to explore a place of their choice - Grandad's Island</p> <p>art-Sculpture - start in the last week of term - hook into next topic-</p> <p>Poppies- artist - Paul Cummins 'blood swept lands and seas of red'</p>	<p>Arts/DT:</p> <p>Link with history remembrance</p> <p>Art textiles-</p> <p>DT Textiles/Joining Techniques</p> <p>Join materials using an adhesive- glue or stitch</p> <p>Incidental Write - instructions</p> <p>Art-Sculpture - Poppies- artist - Paul Cummins 'blood swept lands and seas of red'</p>	<p>Arts/DT:</p> <p>Link with geography and english</p> <p>Prior Learning: Making different lines</p> <p>Drawing – dragons (link to Magic Paintbrush) Link with the Whitworth</p> <p>Use drawing as a medium to develop and share ideas. Use a range of mediums to draw on and with- chunky graphite, chalk, pastel, etc Draw lines of different sizes and thickness</p> <p>Begin to use line to represent given objects, something from memory or an imaginary subject. Explore and describe patterns, tone (light and dark) and texture using a range of mediums.</p>	<p>Art/DT:</p> <p>Incidental art - GFoL Pudding Lane</p> <p>Collage</p> <p>Use a combination of materials that are cut, torn and glued. Sort and arrange materials using overlapping and overlaying. Mix materials to create texture</p>	<p>Art/DT:</p> <p>Link with geography Henry Rousseau – Tiger in a Tropical Storm</p> <p>Katie in the Gallery - cross curricular read</p> <p>Prior Learning - Primary/Secondary colours Experiment with thick and thin brushes</p> <p>Painting</p> <p>Use painting as a medium to develop and share ideas. Work on different scales. Identify primary colours and experiment with mixing them to make secondary colours. Begin to add white and black to colours to create shades</p>	<p>Art/DT:</p> <p>Food - fruit/veg smoothies</p> <p>Art - Digital Media and printing units. key artist study -Andy Warhol/Music link</p>
	<p>Computing:</p> <p>Online Safety</p> <p>Seesaw - Posters</p>	<p>Computing:</p> <p>Coding (Crash Course)</p> <p>Purple Mash</p>	<p>Computing:</p> <p>Effective searching</p> <p>Seesaw - evidence within geography as used to research about China.</p>	<p>Computing:</p> <p>Presenting ideas - Link to GFoL Info book</p> <p>Purple Mash (2Quiz, MindMaps)</p> <p>Seesaw - eBook from Shadow Puppets.</p>	<p>Computing:</p> <p>Spreadsheets</p> <p>Purple Mash</p>	<p>Computing:Questioning</p> <p>Linked to Science - Habitats and Living Things - Purple Mash (Binary Trees/Databases)</p> <p>Creating pictures - Digital Media</p>
	<p>PE:</p> <p>Games (Striking and fielding) Participate in team games, simple tactics for attacking and defending.</p> <p>Real PE Unit 6 (Health and fitness) FUNS: 11 - Agility (ball chasing) 3 - Static balance (floor work)</p>	<p>PE:</p> <p>Football (Invasion games) Sending and receiving, striking, stopping, passing, attacking and defending.</p> <p>Real PE Unit 4 (Creative) FUNS: 9 - Coordination (ball chasing) 7 - Counter balance in pairs</p>	<p>PE:</p> <p>Dance (Creative steps - Continents) Perform dances using a range of movements.</p> <p>Real PE Unit 3 (Cognitive) FUNS: 5 - Dynamic balance 4 - Static balance(small base)</p>	<p>PE:</p> <p>Gymnastics Develop balance, flexibility, agility and coordination.</p> <p>Real PE Unit 2 (Social) FUNS: 6 - Dynamic balance to agility 2 - Static balance (seated)</p>	<p>PE:</p> <p>Tennis (Net and wall games) Develop flexibility, strength, technique, control and balance.</p> <p>Real PE Unit 1 (Personal) FUNS: 10 - Coordination (floor movement patterns) 1 - Static balance (One leg standing)</p>	<p>PE:</p> <p>Athletics (Track and field) Develop agility, coordination, strength, technique and fitness, running, throwing and jumping.</p> <p>Real PE Unit 5 (Applying physical skills) FUNS: 8 - Coordination with equipment 12 - Agility (Reaction/response)</p>
	<p>PSHE: Count on Me Song</p> <p>What makes a good friend? friend love</p> <p>school Incidental Write - Friendship Recipe</p>	<p>PSHE:</p> <p>What is bullying? Anti-Bullying Week (Nov)</p>	<p>PSHE:</p> <p>What jobs do people do?</p>	<p>PSHE:</p> <p>What helps us to stay safe?</p>	<p>PSHE:</p> <p>What helps us grow and stay safe?</p>	<p>PSHE:</p> <p>How do we recognise feelings? If you're happy and you know it.</p>