

Year 2 2020-2021

	All About Me Whole School Museum	What did they do for me? Produce and publish a book	From Local to Global Whole School Information Centre	Time Travellers Performance	Show What You Grow Whole School Picnic/Farmers Market	Heal the World
CEW Y1 Catch up put, house, says, full, of, our, school, love, are, friend, go	<p>English:</p> <p>Grandad's island: <i>Narrative - retell story (not completed in Y1 Summer Term 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 Incidental Write - Instructions (not taught in Y1 Summer Term)</p> <p>Mastery: Capital Letters and Full Stops Question Marks Past tense Coordinating conjunctions.</p>	<p>English:</p> <p>Where the Poppies Grow Now</p> <p><i>Recount from a character's point of view</i></p> <p>CEW: grass, past, behind, whole, only, old, many, cold, Christmas, parents, Mr. Mrs., everybody,</p> <p>Whole Class Shared Read: Bumble Bear Between a Tick and a Tock</p> <p>Mastery: Coordinating Conjunctions Expanded Nouns</p>	<p>English:</p> <p>The Magic Paintbrush</p> <p><i>Book Review Character descriptions. Setting descriptions.</i></p> <p>CEW: improve, money, sugar, steak, could, would should, eye, prove, move</p> <p>Whole Class Shared Read: Hibernation Hotel</p> <p>Mastery: Exclamation Marks Expanded Nouns Adverbs Subordinating Conjunctions</p>	<p>English:</p> <p>The Great Fire of London</p> <p><i>Non-Chronological Report Instructions Setting Descriptions</i></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: Similes All sentence types Specific noun/verbs</p>	<p>English:</p> <p>Jack and the Baked Beanstalk</p> <p><i>Narrative application for a variety of writing styles/genres as part of the revision unit.</i></p> <p>CEW: climb, gold, plant, path, pass,</p> <p>Whole Class Shared Read: Jim and the Beanstalk</p> <p>Revision Unit Mastery: Commas in a list Apostrophes Past Progressive Tense</p>	<p>English:</p> <p>The Night Box</p> <p><i>Descriptive Poem Information Text - Nocturnal Animals (Application for end of year)</i></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</p>

	<p>Maths: Unit 1. Numbers to 100 WRM R: 0-50 and T&Os (5 lessons) Unit 2. Addition and subtraction (1) WRM R: Count in 2, 5 and 10s (3 lessons) Unit 3. Addition and subtraction (2) WRM R: Add to 10, number bonds (3 lessons)</p>	<p>Maths: Unit 4. Money WRM R: Coins and Notes(1 lesson) Unit 5. Multiplication and division (1) WRM R: Equal Groups (4 lessons) <i>money</i></p>	<p>Maths: Unit 6. Multiplication and division (2) WRM R: doubles, grouping and sharing (3 lessons) Unit 7. Statistics Unit 10: Fractions <i>whole</i> <i>half</i></p>	<p>Maths Unit 8: <i>Length and Height</i> WRM R: Measure with a ruler (3 lessons) Unit 9. Properties of shapes</p>	<p>Maths: Unit 13. Time WRM R: Hour and Half Hour (3 lessons) <i>hour</i> Unit 14. Weight, volume and temperature WRM R: Introduction to weight/mass and capacity and volume - basic measures (4 lessons)</p>	<p>Maths: Unit 11. Position and direction WRM R: Describe position (2 lessons) Unit 12. Problem solving and efficient methods</p>
<p><i>Y1 Catch up for missed units</i></p> <p><i>Autumn - Animals and Humans: Same/Different about animals and humans.</i></p> <p><i>Summer - Plants: Parts of a flower deciduous and evergreen trees.</i></p>	<p>Science: Observation overtime - Butterfly lifecycle</p> <p><i>Prior Learning: Name and identify a variety of animals. Recognise and identify carnivore, herbivore and omnivore.</i></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. • Describe the importance of exercise, 	<p>Science: Research - Basic needs on an animal.</p> <p><i>Prior Learning: Describe and compare the structure of common animals. Parts of the human body and the senses.</i></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. • Describe the importance of exercise, food and hygiene. <p><i>Working Scientifically (whole term):</i></p> <ul style="list-style-type: none"> • Performing simple tests 	<p>Science: Identify and Classifying - Use of everyday materials.</p> <p><i>Prior Learning: Recognise common materials and identify objects made of these. Compare and group objects based on their properties.</i></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>Science: Comparative and Fair Testing - Growing Plants - Removing a need</p> <p><i>Prior Learning: Identify wild and common garden plants. know the basic structure of plants.</i></p> <p>Plants <i>Year 1 Missed Objectives:</i> <i>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</i> <i>Identify and describe the basic structure of a variety of common flowering plants, including trees.</i> <i>Working Scientifically: Identifying and classifying</i></p> <ul style="list-style-type: none"> • Observe and describe how 	<p>Science: 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.</p> <p><i>Prior Learning: New Unit for Y2.</i></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

	<p>food and hygiene.</p>	<ul style="list-style-type: none"> • Observing closely, using equipment • Using their observations and ideas to suggest answers to questions <p>Oak Academy Unit: Humans and Animals (6 lessons)</p>	<p>Working Scientifically:</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>seeds and bulbs grow into mature plants.</p> <ul style="list-style-type: none"> • 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....</p> <p>Real-life Recount: Gardening day</p> <p>Oak Academy Unit: Plants (6 lessons)</p>		<p>their basic needs.</p> <ul style="list-style-type: none"> • 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
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						<p>do not live in this country?)</p> <p>Cross Curricular: Report about an animal.</p> <p>Oak Academy Unit: Living Things and Habitats (6 lessons)</p>
<p>Autumn Term Y1 Catch up: Continents and Oceans</p>	<p>History/Geography:</p> <p>Prior Learning Links: Guy Fawkes - Significant person/period of history. Picture timelines on a premade line. 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 	<p>History/Geography:</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. 	<p>History/Geography:</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. 	<p>History/Geography:</p> <p>Prior Learning: London today 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. 	<p>History/Geography:</p> <p>Also see Creative Steps Dance South America Year 5 Prior Learning: Plants and Animals in science Continents</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 	<p>History/Geography:</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.

	<p>people from the past.</p> <ul style="list-style-type: none"> • Use historical vocabulary. • Create timelines. <p>Vocabulary: Explorer. Race, astronaut, significant, Russia, NASA, Apollo II, landing, space shuttle, moon, space, navigator, America.</p> <p>Cross-Curricular Write: Information Text (Profile on a Significant person) Information Text not taught in Y1 Summer</p> <p>Oak Academy Unit: Explorers (8 lessons) Located in Y1</p> <p>Historical Association (6 lessons)</p>	<ul style="list-style-type: none"> • 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>Oak Academy Unit: Remembrance (3 lessons)</p> <p>Historical Association (4 lessons)</p>	<ul style="list-style-type: none"> • Name countries of the UK as well as world countries. • Name, locate, and identify characteristics of a country. • Understand geographical similarities and differences. • Compass directions. • Devise maps <p>Cross-Curricular: Information book about China.</p>	<ul style="list-style-type: none"> • 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>Oak Academy Unit: Great Fire of London (10 lessons)</p> <p>Historical Association (6 lessons)</p>	<p>daily weather patterns.</p> <ul style="list-style-type: none"> • Physical Features: vegetation <p>Cross-Curricular: Rainforest Information text in the style of a leaflet</p> <p>Oak Academy Unit: Brazil (10 lessons)</p>	<ul style="list-style-type: none"> • Use compass directions and locational language. • Draw simple maps. <p>Physical feature - 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>
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	<p>RE:</p> <p>Judaism - Who made the world?</p> <p>Oak Academy Unit: Judaism (10 lessons)</p>	<p>RE:</p> <p>Christianity - What do special stories teach worshippers and others</p>	<p>RE:</p> <p>Islam - Does worship have to happen in a special place/at certain times?</p>	<p>RE:</p> <p>Christianity - Jesus Why do some people have religious rituals? (Easter)</p>	<p>RE:</p> <p>Christianity - the Church</p> <p>How and why is celebrating important in religion and worship?</p>	<p>RE:</p> <p>Hinduism - Can worship help people remember what is important?</p>
	<p>Art/DT:</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>Arts/DT:</p> <p>Link with geography and english</p> <p>Prior Learning: Making different lines</p> <p>Drawing - willow patterns</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 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>Link with history Levers and Pulleys - information book about the great fire - This Year only!</p>	<p>Art/DT:</p> <p>Link with geography Henry Rousseau - Startled Tiger</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>Food - smoothies</p>	<p>Art/DT:</p> <p>Link with geography topic Hundertwasser</p> <p>Painting</p> <p>Use painting as a medium to develop and share ideas. Experiment with a variety of tools and techniques including thick and thin brushes 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 Create textured paint (using sand, plaster etc)</p>
	<p>Computing:</p> <p>Online Safety</p>	<p>Computing:</p> <p>Coding (Crash Course)</p>	<p>Computing:</p> <p>Creating pictures</p> <p>Digital Media</p>	<p>Computing:</p> <p>Making music</p> <p>Effective searching</p>	<p>Computing:</p> <p>Spreadsheets</p> <p>Presenting ideas</p>	<p>Computing:</p> <p>Questioning</p>
	<p>PE: Real PE Unit 6</p> <p>Games: Striking and fielding</p>	<p>PE: Real PE Unit 4</p> <p>Invasion games - Football</p>	<p>PE: Real PE Unit 5</p> <p>Dance: Creative steps - continents hot and cold</p>	<p>PE: Real PE Unit 3</p> <p>Net and wall - Tennis</p>	<p>PE: Real PE Unit 1</p> <p>Athletics.</p>	<p>PE: Real PE Unit 26</p> <p>Gymnastics</p>

	<p>PSHE: Diversity and Difference. <i>school</i></p>	<p>PSHE: Exercise Anti-Bullying Week (Nov)</p>	<p>PSHE:(spread over the term) Friendship- literacy link <i>friend</i> <i>love</i> Money - necessity and luxury -literacy link <i>Friendship recipe</i> <i>Recycling-science link materials</i></p>	<p>PSHE: Friendship <i>friend</i> <i>love</i> Money - necessity and luxury <i>Friendship recipe</i> Recycling</p>	<p>PSHE: Keeping safe - Sun - Road</p>	<p>PSHE: Feelings and emotions</p>
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