



All items in **bold are non-negotiable** statutory content from the curriculum 2014. The Yearly plan should contain **coverage and content** for each topic in subject areas. There is no specification at this stage of numbers of lessons or for specific lesson learning objectives.

Year 2

	Autumn 1 st Half	Autumn 2 nd Half	Spring 1 st Half	Spring 2 nd Half	Summer 1 st Half	Summer 2 nd Half
Theme:	Wonders of the World		Toys		Seaside	
Visit/Trip/inspiration day		Tower of London Trip	Toy company into school			Beach trip – Leigh on Sea/ Chalkwall
Products/Outcomes/Enrichment	<u>Hook day/introduction to the topic:</u> 3 year 2 classes set up as a different wonder of the world with music/ photos/ food tasting/ art activities to interest the chn.		<u>Hook day/introduction to the topic:</u> chn bring in own age appropriate toys for an afternoon.		<u>Hook day/introduction to the topic:</u> Sand-pits, buckets and spades out for the afternoon, photos of human and physical geography out, sign-posts to the topic.	
English	<ul style="list-style-type: none"> Pyramids: T4W - The Mummy's Gold. Wall of China: Dairy entry trip Grand Canyon: T4W: The Lucky Hat. 	<ul style="list-style-type: none"> Tower of London: Newspaper report – Guy Fawkes. Recount of trip. Great Barrier Reef: Persuasive Leaflet and T4W - Nemo/Rainbow Fish (if time) Christmas: Old people home letter. 	<ul style="list-style-type: none"> Extended stories Poems based on a theme Instructions: Build a lego instructions and write instructions on how to build it. Play-scripts: The Magic Toy Box. Traditional fairy tale: Film own lego film on i-pads write a story based on their film using those characters. Toy Story: re-write film as a story. T4W. 		<ul style="list-style-type: none"> Floatsam: wordless picture book.re-write story. The Secret of Spiggy Holes. The Snail and the Whale: T4W Winne at the seaside: TFW At the Beach: Series of Postcards Letters to new teacher. 	
	<ul style="list-style-type: none"> Non Chronological report throughout the topic. PM: create a fact page on each Wonder of the World. Put together at the end of the topic with a front cover. 		<ul style="list-style-type: none"> Persuasive letter: Write to Lord Business to not release the kraggle. 			
Mathematics	Number: place value. Addition and subtraction. Measurement: lengths and mass. Graphs Multiplication and division		Measurement: Money. Geometry: properties of shape. Number: Fractions.		SATS Measurement: Time. Measurement: Capacity, volume and temperature.	
Science	<u>Living things and their habitats:</u> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive 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, 	<u>Animals including humans:</u> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds 	<u>Use of everyday materials:</u> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 		<u>Plants:</u> <ul style="list-style-type: none"> 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. 	

	<p>and how they depend on each other</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 the idea of a simple food chain, and identify and name different sources of food. 	<p>and mammals, including pets)</p> <ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Notice that animals, including humans, have offspring which grow into adults • Find out about 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. 			
Computing	Digital communication and sharing information	Producing and editing media	Collecting analysing and evaluating real world data	Modelling and simulations	Control and programming
Geography	<ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key – aerial photographs from Google Earth finding wonders of the world and putting them on made map with a key. 			<ul style="list-style-type: none"> • (year 2) and the location of hot and cold areas of the world in relation to the Equator and the North and South Pole • (year 2) and of a small area in a contrasting non-European country • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	

History		<ul style="list-style-type: none"> Significant historical events, people and places in their own locality: Crime and Punishment in the Tower of London, Guy Fawkes and high status prisoners. 	<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] 		
RE	Yr2 Special places		Yr2 Special words and stories		Yr2 Special ways of living
Music	Yr2 Hands feet heart	Yr2 Babooshka	Yr2 Glockenspiel stage 1	Yr2 I want to play in a band	Yr2 Zoo time Yr2 reflect rewind and replay
Art and Design	<ul style="list-style-type: none"> Sculpture: air dry clay of the pyramids Use a combination of shapes. <ul style="list-style-type: none"> Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. Taj Mahal: draw the Taj Mahal and add sunset with watercolours. 	<ul style="list-style-type: none"> Collage: Rainbow fish from the Great Barrier Reef. <ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. 	<ul style="list-style-type: none"> Printing and textiles: T-shirt – make: sew and print onto a toy/teddy-bear t-shirt. <ul style="list-style-type: none"> Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting. Use dip dye techniques Shape textiles using templates. Join textiles using running stitch. Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). 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. 	<ul style="list-style-type: none"> Drawing and Paint: Seaside landscape. <ul style="list-style-type: none"> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. Use thick and thin brushes. <ul style="list-style-type: none"> Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. 	

<p>Design Technology</p>	<p><u>Building structures and Materials</u></p> <ul style="list-style-type: none"> ▪ Build structures, exploring how they can be made stronger, stiffer and more stable ▪ Construction: Construct the pyramids out of Lego then create 3d shapes to build and join in different ways. <p>Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</p> <ul style="list-style-type: none"> · Cut materials safely using tools provided. · Measure and mark out to the nearest centimetre. · 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><u>Building structures</u></p> <ul style="list-style-type: none"> ▪ Build structures, exploring how they can be made stronger, stiffer and more stable. ▪ Construction: Construct the crown jewels (Tower of London) using rolled up tissue. <p>Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</p> <ul style="list-style-type: none"> · Cut materials safely using tools provided. · Measure and mark out to the nearest centimetre. · 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>Explore and use <i>mechanisms</i> [for example, levers, sliders, wheels and axles], in their products.</p> <p>Create products using levers, wheels and winding mechanisms.</p> <p>Make a moving toy</p>	<ul style="list-style-type: none"> • Food: Make sandwiches for a seaside picnic. · Cut, peel or grate ingredients safely and hygienically. · Measure or weigh using measuring cups or electronic scales. · Assemble or cook ingredients.
<p>PSHE</p>	<ul style="list-style-type: none"> • (HW) Healthy lifestyle - Core 1 Unit 1 • (HW) Hygiene - Core 1 Unit 2 • (HW) Changing and growing - Core 1 Unit 3 • (HW) Emotions - Core 1 Unit 4 		<ul style="list-style-type: none"> • (R) Communication - Core 2 Unit 1 • (HW) Keeping safe - Core 1 Unit 5 • (R) Fairness - Core 2 Unit 3 • (R) Bullying - Core 2 Unit 2 	<ul style="list-style-type: none"> • (LWW) Family and friends Core 2 - Unit 4 • (LWW) Rules and responsibilities - Core 3 Unit 1 • (LWW) Communities Core 3 Unit 2 • (LWW) Money and finance Core 3 Unit 3
<p>PE</p>	<ul style="list-style-type: none"> • VS - Invasion games 1 & 2 • VS - Dance Unit 1 & 2 		<ul style="list-style-type: none"> • VS - Gym Unit H • VS Games Unit 3 + rounders, basketball 	<ul style="list-style-type: none"> • VS - Gym Unit I & J • Sports Day