Wixams Tree Primary

Year 2 Long Term Planning Overview 2019-2020

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Time to Travel		China		Home Sweet Home	
Subjects	Different types of transport, inventors, canals,		Chinese culture, food, mandarin,		Trees, plants, flowers, seeds, bulbs, mystery gardens, garden centre, insects/minibeasts, birds, the local area, our homes.	
Spoken Language	-listen and respond appropriately to adults and their peers -ask relevant questions to extend their understanding and knowledge	-select and use appropriate registers for effective communication -speak audibly and fluently with an increasing command of Standard English -gain, maintain and monitor the interest of the listener(s) -participate in discussions, presentations, performances, role play, improvisations and debates	-maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	-give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings -use relevant strategies to build their vocabulary	-articulate and justify answers, arguments and opinions -use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	-consider and evaluate different viewpoints, attending to and building on the contributions of others
SPAG	-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 know, and learn some words with each spelling -learning to spell common exception words (in daily morning spellings) - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly] - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) (use the technical vocabulary) - Learn how to use some features of written Standard English - the present and past tenses correctly and consistently including the progressive form / to spell words with the ed suffix -To spell compound words -To spell words with –ey (donkey, monkey, key, chimney, valley) and know to use an s to make these word plural. -To spell words with the suffix –ing -To spell words with the grapheme 'o' (u phoneme) for Monday, mother, other, brother, nothing -To use the term noun, adjective, noun phrase, present and past tense, verbs, suffixes. **Complete 3 weeks of phase 5 revision word before beginning phase 6.**	-To use commas for lists -To use apostrophes for contracted words. - sentences with different forms: statement, question, exclamation, command The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y (badge, edge, bridge, dodge, fudge) (age, huge, change, charge, bulge, village) (gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust) -The /n/ sound spelt kn and (less often) gn at the beginning of words (knock, know, knee, gnat, gnaw) -The /r/ sound spelt wr at the beginning of words (write, written, wrote, wrong, wrap) -The /s/ sound spelt c before e, i and y (race, ice, cell, city, fancy)	- sentences with different forms: statement, question, exclamation, command -distinguishing between homophones and near-homophones -To spell words with ly, introduce the term adverb -To spell words with the suffix –y -To spell words with the grapheme a (or phoneme) before l / ll (all, ball, call, walk, talk, always) learning the possessive apostrophe (singular) [for example, the girl's book] -To spell words with the ending le, el, al. (table, apples, bottle, little, middle) (camel, tunnel, squirrel, travel, towel, tinsel) (metal, pedal, capital, hospital, animal) -To spell words with the ending il (pencil, fossil, nostril)	-add suffixes to spell longer words, including –ment, –ness, –ful, –less, -To use an apostrophe for possessive (singular) - sentences with different forms: statement, question, exclamation, command -write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far (do through the spelling test, ch. To write some spellings in a dictated sentence) -learning to spell more words with contracted forms (literacy and daily morning spellings) -To spell words with the suffix –ing -To spell words with the suffix er -To spell words with the –est suffix -To spell words with the suffix es correctly	-To use an 'a' grapheme (o (short) phoneme) after w and qu (want, watch, wander, quantity, squash) -To use an 'a' grapheme (or phoneme) after w (word, work, worm, world, worth) -To spell words with the 'ar' grapheme (or phoneme) warm, war, towards. -To spell words ending –tion (station, fiction, motion, national, section). -To spell words with the grapheme (zh phoneme) television, treasure, usual. - sentences with different forms: statement, question, exclamation, command	- sentences with different forms: statement, question, exclamation, command - Recap homophones - Recap suffixes

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 -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 -answering and asking questions -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 -drawing on what they already know or on background information and vocabulary provided by the teacher Fiction – fantasy or real life linked to travel Non-fiction – linked to transport Poetry – linked to transport/travel	-re-read these books to build up their fluency and confidence in word reading -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. Fiction – traditional tales/fables Non-fiction – Linked to transport/canals Poetry – winter poems	**-checking that the text makes sense to them as they read and correcting inaccurate reading** -discussing the sequence of events in books and how items of information are related - making inferences on the basis of what is being said and done -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 -predicting what might happen on the basis of what has been read so far Fiction – stories form other cultures/set in other countries Non-fiction – instructions Poetry – poems about family	Fiction – traditional stories from other cultures Non-fiction – Information texts on china where possible Poetry – shape poems can be based on Chinese New Year	Fiction – Adventure stories – Treasures in the garden Non-fiction – Recount of a trips Poetry – In the bottom of the garden poem	Fiction – stories by the same author (Julia Donaldson / Roald Dahl, Anthony Browne etc) Non-fiction – advertising for the Summer fayre, stall poster etc Poetry – garden/plant/summe/minibeast poems
Writing	See handwriting LTP -form lower-case letters of the correct size relative to one another -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. - writing narratives about personal experiences and those of others (real and fictional) - writing poetry	-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 - writing about real events Fiction – traditional tales/fables (The Frog & the scorpion/The Ant and the grasshopper/The fox and the grapes) Non-fiction – Information texts (Transport) /Recount – (the canal - visit Stoke Breurne) PLUS a letter to Santa Poetry – traditional poems (winter poem)	Fiction – stories from other cultures (dragon stories/Chinese New Year Zodiac Animals story) Non-fiction – instructions (lanterns) Poetry – poems about family (if weeks allow)	Fiction – traditional stories from other cultures (China – The Magic Paintbrush Twinkl) Non-fiction – Information texts (All about China) Poetry – shape poems based on Chinese New Year (lanterns, fireworks, dragons, lions)	Fiction – Adventure stories / classic stories (The Secret Garden, James and the Giant Peach) Non-fiction – Recount (class/school visit) Poetry – Minibeast poems	Fiction – stories by the same author (Julia Donaldson / Roald Dahl, Anthony Browne etc) Non-fiction – Invitation for the summer fayre (garden party, wedding, birthday) Poetry – At the Bottom of the Garden (Twinkl)

Mathematics

Weeks 1 – 3: Place Value
Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward.
Read and write numbers to at least 100 in numerals and words.
Recognise the place value of each digit in a two digit number (tens, ones)
Identify, represent and estimate numbers to 100 using different representations including the number line.
Compare and order numbers from 0 up to 100; use <, > and = signs.
Use place value and number facts to solve problems.

Weeks 4 – 8: Addition & Subtraction

Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers.
Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.
Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.

Week 9-10: 2019/2020 (will change 2020/2021 to Money) – Shapes and their properties
Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.
Compare and sort common 2D shapes and everyday objects.
Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

Weeks 1-2: Addition and Subtraction

Adding and subtracting recap and beginning to explore column method.

Weeks 3-4 –Graphs/Statistics
Interpret and construct simple pictograms, tally charts, block graphs and simple tables.
Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
ask and answer questions about totalling and comparing categorical data.

Weeks 5-6 :Money 2019/2020 (will change 2020/2021 to shape)

Recognise and use symbols of pounds (£) and pence (p); combine amounts to make a particular value.

Find different combinations of coins that equal the same amounts of money.

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Week 7:Time

Tell and write the time to quarter past/to the hour and draw the hands on a clock face to show these times.

Know the number of minutes in an hour and the number of hours in a day.

Weeks 8 – 10: Fractions

Weeks 1-3: Geometry – recap on Shape and Position and Direction:

Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

Weeks 4-5: Problem Solving

Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.

Weeks 6-7: Time

Recap how to tell and write time.

Tell and write time to five minutes..

Compare and sequence intervals of time.

Weeks 8-10: Capacity, volume, mass & Temperature

Choose and use appropriate standard units to estimate and measure capacity (litres/ml, mass (kg/g) and temperature (ºC) to the nearest appropriate unit, using thermometers, scales and measuring vessels.

	Order and arrange combinations of mathematical objects in patterns and sequences. *Weeks 11-12: Multiplication & Division* Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions for example, 1/2 of 6 = 3 recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. Week 11 – Length & Height Compare and order length and record the results using >, < and =. Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm), using rulers and scales. Week 12: Consolidation – possible recap of multiplication and division	Compare and order volume/capacity/mass and record the results using >, < and =. Weeks 11-12: Consolidation and investigations
Science Year 1 objectives are included as they are on the KS1 science teacher assessment framework for the end of KS1.	**Seasons** REVISE – Year 1 -observe changes across the four seasons -observe and describe weather associated with the seasons and how day length varies. **Animals, including humans** REVISE – Year 1 -identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Year 2 – **Working Scientifically** -asking simple questions and recognising that they can be answered in different ways -performing simple tests -using their observations and ideas to suggest answers to questions -gathering and recording data to help in answering questions. **Uses of everyday materials – focus on boats/vehicles (Time to Travel topic)** -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. **Working Scientifically** -identifying and classifying -asking simple questions and recognising that they can be answered in different ways -observing closely, using simple equipment -performing simple tests -using their observations and ideas to suggest answers to questions -gathering and recording data to help in answering questions.	Year 2 **Living things and their habitat – focus on Chinese animals and plants (China topic)** -identify and name a variety of plants and animals in their habitats, including micro-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. REVISE - Year 1 Describe and compare the structure of a variety of common animals. -notice that animals, including humans, have offspring which grow into adults. -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. **Working Scientifically** -identifying and classifying	Year 2 **Plants – focus on plants form the local area (Home Sweet Home topic)** -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. **Living things and their habitat** -identify and name a variety of plants and animals in their habitats, including micro-habitats -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, and how they depend on each other **Working Scientifically** -asking simple questions and recognising that they can be answered in different ways -observing closely, using simple equipment -performing simple tests -identifying and classifying -using their observations and ideas to suggest answers to questions -gathering and recording data to help in answering questions.
History	**Through Time to travel – transport through the ages – boats, planes, cars, canals, trains** **LOs:** -develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past, -identify how canals were made. -know about important canal people, -Know how cars have changed since they were invented (current electric cars),	Through China topic • Exploring life in China • Chinese New Year and other Chinese celebrations and traditions. • Learn about important people in Chinese history. • To understand the importance of the terracotta army in Chinese history.	Linked to Home Sweet Home topic LOs: To ask questions and find out about the R101 and Cardington. To describe and order artefacts. To ask questions about the past and identify ways to find out information. To find out information about the history of where I live. NC links • Events beyond living memory that are significant nationally or globally.

	-Find out about the life of George Stephenson and his inventions, know how trains changed people's lives in the 19th century, -Discover how people have tried different ways to fly through history, -find out about the Wright brothers and the invention of the aeroplane, **NC references:** • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • 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]	• Comparing schools and culture in China to our own. • Comparing life in China with life in the UK. NC links • Events beyond living memory that are significant nationally or globally. • the lives of significant individuals in the past who have contributed to national and international achievements. • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Historical enquiry he/she can answer questions about the past using given sources.	• the lives of significant individuals in the past who have contributed to national and international achievements. • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	
Geography	**Linked to Time to travel topic through – places in the world** -identify hot and cold areas of the world and use a map/atlas to find countries. -identify the seven continents. -identify the five oceans. -identify features on a map/aerial photograph. -identify physical and human features on a map / aerial photograph. -use compass directions. **NC reference:** **Locational knowledge** • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Human and physical geography** • 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 • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles **Geographical skills and fieldwork** • 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 • 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 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	**Linked to China topic** • **using a map/atlas to identify countries – China** • **Identify the features of a map/atlas.** • **Map drawing** **Place knowledge** • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Human and physical geography** • 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 **Geographical skills and fieldwork** • 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 • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Linked to the Home Sweet Home topic LOs: To use an atlas/globe/map to find and name the 7 continents and 5 oceans of the world. To identify human and physical features of our school grounds. To collect information from our local environment. To create a map. Place knowledge • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography • 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 Geographical skills and fieldwork • 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 • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and	Linked to the Home Sweet Home topic LOs: To use maps and aerial photographs. To follow directions on a map. (in preparation for Swiss Gardens trip) To draw a route around the village. (walk around Wixams) To identify the countries, capital cities and seas in the UK.

D&T	**Linked to the topic Time to Travel – boats/vehicles/food for travelling** **Construction & food technology** **LOs:** -use drawing and sculpture to show a vehicle / narrow boat design idea. -make moving vehicle / narrow boat -evaluate a product. -make a healthy packed lunch -evaluate a packed lunch. **NC reference:** **Design** • 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, mock-ups and, where appropriate, information and communication technology **Make** • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** • explore and evaluate a range of existing products evaluate their ideas and products against design criteria **Technical knowledge** • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from.	Linked to China topic LOs: • To use textiles to create a Chinese dragon picture. • To be able to design my Chinese dragon picture. • To evaluate my final product. • To identify and evaluate Chinese foods. • To plan a healthy meal and say where the food comes from. • To prepare a healthy spring roll. • To evaluate my Chinese food. • To research joins that move. • To plan a moving picture by making a mock up design. • To make a moving picture for a Chinese item. NC reference: Design • 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, mock-ups and, where appropriate, information and communication technology Make • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria Technical knowledge • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from.	Linked to Home Sweet Home topic LOs: To sew decorations onto fabric. To use IT to design a product and set a design criteria.. To join materials to make a windmill. To evaluate a product against a design criteria. To explore fruit for a smoothie. To design a fruit smoothie. To make and evaluate a fruit smoothie. NC reference: Design • 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, mock-ups and, where appropriate, information and communication technology Make • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria Technical knowledge • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. • use the basic principles of a healthy and varied diet to prepare dishes. • understand where food comes from.
Art & Design	**Linked to the Time to Travel topic – hot air balloons, vehicles, boats (narrow and Viking)**	Linked to China topic LOs:	Linked To Home Sweet Home topic: LOs:

	LOs: • discover about weaving and use this to create a basket • understand about printing and use to make a hot air balloon design. • compare weaving and printing. To compare their work to an artist's work. • use drawing and sculpture to show a vehicle / narrow boat design idea.. • If making a boat, paint in the style of narrow boat art. • create a background using ombre painting and wax/paint. • create a collage of a Viking long boat. **NC Reference:** • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	• To find out more about Willow Pattern • To create my own Willow Pattern clay pot. • To use wool and chalk to create a dragon showing good luck for the Chinese New Year. NC Reference: • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		To use charcoal to create an observational drawing. To compare their work to an artists. To compare flower art. To create a flower piece of art. To mix colours to create new colours. To create different effects using a variety of brush strokes. To find and show art in nature. To use wax crayons and pen. To print onto fabric. To compare the art of two significant artists. NC Reference: • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	
Music	**Linked to the topic Time to Travel – transport sounds, journeys.** **LOs:** • Use instruments to make transport sounds, • Identify loud and quiet sounds, understand, • keep a steady pulse • identify the tempo of music, • identify the pitch in music, • know what duration is and identify long and short notes. • Create different timbre and texture with instruments, • Use musical notation. In the Autumn term 2 children will rehearse the Christmas play. **NC reference:** • use their voices expressively and creatively by singing songs and speaking chants and rhymes (Christmas play) • ▯play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.	*Garageband* *NC Reference:* • *use their voices expressively and creatively by singing songs and speaking chants and rhymes* • *play tuned and untuned instruments musically* • *listen with concentration and understanding to a range of high-quality live and recorded music* • *experiment with, create, select and combine sounds using the inter-related dimensions of music*	*Linked to China topic* *LOs :* • To name and make sounds using different instruments. • *To sort instruments into groups.* • *To use instrument symbols to compose and perform a piece of music.* • *To perform a piece of music.* • *To use music to tell a story.* • *To explore different music and instruments from around the world.To use symbols to represent sounds in music.* • *To compose a piece of music in traditional Chinese style.* *NC Reference:* • use their voices expressively and creatively by singing songs and speaking chants and rhymes • ▯play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds	*Recorders* *LOs:* To read and play the standard treble clef notations for the notes B, A, G and C. To read the standard notation for crochets, quavers, minims and semibreves. To read and play the standard treble clef notation for C. To play simple tunes on the treble clef stave which contain the notes B, A, G and C. To read and play the standard treble clef notation for D. To play simple tunes on the treble clef stave which contain the notes B, A, G, C and D. *NC Reference:* • *play tuned and untuned instruments musically.* • *experiment with, create, select and combine sounds using the inter-related dimensions of music.*	*Minibeast Musical* *To identify the mood of a piece of music.* *To link actions/creatures with sounds.* *To combine sounds to represent a creature.* *I can listen with concentration and comment on music I have heard.* *I can work in a group.* *I can play tuned and un-tuned instruments.* *I can use tempo (speed), pitch (high/low), duration (length of notes), timbre (quality of tone/colour), texture, structure, notation)* *To perform to an audience.* • use their voices expressively and creatively by singing songs and speaking chants and rhymes • ▯play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live

			using the inter-related dimensions of music.		and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
Computing Using Purple Mash	Unit 2.1 Coding introduce algorithms. use Repeat and Timer commands. Debugging. explore the possible actions of different types of objects. create a more complex program to retell a story, using 2Code. Unit 2.2 – Online Safety To know how to refine searches using the Search tool. To know how to share work electronically using the display boards. To have some knowledge and understanding about sharing work on Purple Mash and the Internet. To use 2Email to write to 2Respond characters. To understand how we talk to others when they aren't there in front of us. **NC reference:** • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal	Unit 2.3 – Spreadsheets Reviewing prior use of spreadsheets Copying and Pasting Totalling tools Using a spreadsheet to add amounts Creating a table and block graph **NC reference:** • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Unit 2.4 – Questioning To show that the information provided on pictograms is of limited use beyond answering simple questions. To use yes/no questions to separate information. To construct a binary tree to separate different items. To use 2Question (a binary tree) to answer questions. To use a database to answer more complex search questions. To use the Search tool to find information. **NC reference:** • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Unit 2.5 – Effective Searching To understand the terminology associated with searching. To gain a better understanding of searching on the Internet. To create a leaflet to help someone search for information on the Internet. **NC reference:** • use technology purposefully to create, organise, store, manipulate and retrieve digital content • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Unit 2.6 – Creating Pictures To be introduced to 2Paint a Picture. To look at the impressionist style of art (Monet, Degas, Renoir). To recreate pointillist art and look at the work of pointillist artists such as Seurat. To look at the work of Piet Mondrian and recreate it using the Lines template. To look at the work of William Morris and recreate it using the Patterns template. To explore surrealism and eCollage Unit 2.7 – Making Music To be introduced to making music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence. To add sounds to a tune they've already created to change it. To think about how music can be used to express feelings and create tunes which depict feelings. To upload a sound from a bank of sounds into the Sounds section. To record their own sound and upload it into the Sounds section. To create their own tune using the sounds which they have added to the Sounds section. **NC reference:** • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by	Unit 2.8 – Presenting ideas To explore how a story can be presented in different ways. To make a quiz about a story or class topic. To make a fact file on a non-fiction topic. To make a presentation to the class. **NC reference:** • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

	information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.				following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	
R.E *Taken from the Agreed Syllabus for RE*	**9 How do we show we care for others? Why does it matter?** Learning outcomes: **Make sense of belief** • identify a story or text that says something about each person being unique and valuable • give an example of a key belief some people find in one of these stories (e.g. that God loves all people) **Understand the impact** • give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • give examples of how religious teaching encourages care for other people **Make connections** • think, talk and ask questions about what difference believing in God makes to how people treat each other • give good reasons why everyone (religious and non-religious) should care for others	**7 How and why do we celebrate significant times? What makes some celebrations sacred to believers?** Learning outcomes: **Make sense of belief** • recognise a special time pupils celebrate and explain simply what celebration means • identify and name at least three different religious festivals, giving two facts about each one • identify a belief that connects to a festival, e.g. 'they do it because they believe …' **Understand the impact** • give simple examples of the ways a festival makes a difference, e.g. to emotions, to families • talk about features in festival stories that made people feel happy or sad and compare them with pupils' own experiences • notice and suggest a meaning for some symbols used in the celebrations they learn about, e.g. light, water, signs of togetherness **Make connections** • think, talk and ask good questions about big days in different religions • talk about links between how people celebrate today and old stories • notice and find out about simple similarities: special or sacred food, music, stories, gatherings prayers or gifts	**8 What can we learn from sacred books and stories?** Learning outcomes: **Make sense of belief** • identify a belief about God linked to what a holy book says • recognise that sacred texts contain stories which are special to many people and should be treated with respect • identify at least three symbols of respect used by members of a religion when they use their holy book **Understand the impact** • recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say • give simple examples of 'hidden messages' in faith stories, or wise sayings **Make connections** • talk about what they like in the stories from sacred texts that they hear • think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people • suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories • ask and suggest answers to questions arising fro	**12 What is the 'good news' Christians believe Jesus brings?** Learning outcomes: **Make sense of belief** • tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' • give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians • recognise that Jesus instructs people about how to behave **Understand the impact** • give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless • give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) **Make connections** • think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas	**10 How do we show we care for the Earth? Why does it matter?** Learning outcomes: **Make sense of belief** • identify a story or text that says something about the beautiful Earth • give an example of a key belief some people find in one of these stories (e.g. that God loves the world because it is God's creation) • give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world **Understand the impact** • give an example of how people can show that they care for the Earth, making a link to a creation story • give examples of how Christians and Jews can show care for the Earth • say why Christians and Jews might look after the natural world **Make connections** • think, talk and ask questions about what difference believing in God makes to how people treat the natural world • give good reasons why everyone (religious and non-religious) should look after the natural world	**11 Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people?** Learning outcomes: **Make sense of belief** • identify at least three people from religions who are admired as good followers of God • describe stories that are told by and about special people in two religions • identify a belief about a religious leader **Understand the impact** • understand why some people inspire others • identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves • give simple examples of inspiration, for example, 'Moses/Jesus/Muhammad inspired people to … by …' **Make connections** • think, talk and ask good questions about leadership and inspiration • notice and find out about the different ways leaders are admired in different religions • talk about links between the work and the question: who inspires me?

| PE | Games – Y2 Throwing and Catching (Twinkl) planning (OR Luton Town football)

Children will:

- To use running, jumping, throwing and catching in isolation and in combination –
- roll and stop a ball
- bounce a ball whilst it is moving
- throw and catch(individual)
- keep my balance
- throw and catch with a partner
- bounce a ball with a partner
- pitch a quoit sideways.

NC Reference:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending

Dance

To create a dance based on different types of transport. (car, train, bus, boat, aeroplane) using whole class, group and individual sections.

NC Reference:

- perform dances using simple movement patterns. | Games – Y2 invasion games

Children will:
In the context of dribbling in football.
· To move with the ball in a game.
In the context of dodging to get free from a defender.
· To use space when passing and receiving in a game.
In the context of throwing and catching the ball in a game.
· To use throwing and catching to pass and receive the ball in a game.
In the context of dodging and marking.
· To know how to make or deny space when attacking and defending in a game.
In the context of shooting at and protecting a target.
· To use attacking and defending skills in a game.
In the context of using teamwork in an invasion game.
· To apply specific skills to an invasion game.
· To follow rules to play a game.

NC Reference:

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Participate in team games, developing simple tactics for attacking and defending.

Gymnastics (Unit H)
Children will:
- identify the highest body parts when travelling
- identify ways to move low and high.
- vary body parts to become high in the air.
- show how to hold feet above head level in a balance.
- Link movements together.
- create a sequence of moves with different high body parts.
- use high and low ways of travelling when moving over and under.
- identify ways to change body shape.
- make a sequence of high and low movements on apparatus.

NC Reference: | Luton Coaches
To stop a ball with his/her feet before passing it
To move into a given space within a game
To begin to understand where to stand to make a game more difficult for an opponent

Dance

To perform the basic dance actions e.g. travel and change direction, turn, jump, gesture, balance/stillness, change of size and shape
To copy short motifs (a short phrase, movement or gesture that is repeated.)
To link two or more actions together

Children will:
- Learn and create a Chinese folk dance.
- Learn and create a Chinese dragon dance.
- Perform their dances to others.

NC Reference:

- perform dances using simple movement patterns. | Games

**Games (athletics – running, jumping)
Gym**

To copy stretching movements for different parts of the body
To create different shapes when balancing e.g. thin, wide, twisted, curled.
To travel in different ways e.g. Jumping, skipping, walking, leaping, hopping etc.

To run 100m
To jump: side to side; both feet together; one foot to the other

Gymnastics

Children will:
- Move in straight lines during floor work and on the apparatus.
- Make curved patterns when travelling.
- Learn to make a sequence of movements.
- Use high and low movements in their sequences.

NC Reference:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | **Luton Coaches**

Cricket

To hit a ball with a tennis style bat or racquet
To move into a given space to catch a ball

To move into a given space within a game
To begin to understand where to stand to make a game more difficult for an opponent

Athletics (throwing/aiming)

To throw a ball underarm, over arm and use a bounce pass

To use over arm and underarm throws to throw items in a straight line

Athletics (running/sprinting)
To run around a curve.
To change over person in a relay.
To be able to sprint for 60m.
To be able to run 100m. |

		• ⬜master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities **There is also an option of doing Gymnastics unit 1:** Children will: -move in straight lines during floor work and on the apparatus. -curved patterns when travelling -know to jump to face a different direction. -make a sequence of travelling movements. -make a sequence of curved and straight lines. use high low, curved and straight moves in a sequence. **PE slots may also need to be used for Christmas play rehearsals.**		
PSHE	**Relationships:** **Feelings & emotions –** **Healthy Relationships -** Themes: **Feelings and emotions:** recognise feelings in self; special people; behaviour and how people's bodies and feelings can be hurt – worry and anger – what can we do if we feel these emotions **Healthy Relationships:** secrets and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying	**Health and Wellbeing:** **Healthy Lifestyles –** Themes: **Healthy lifestyles:** Keeping our bodies healthy; likes/dislikes and choices; recognising and managing different feelings; personal hygiene Healthy eating Keeping our bodies healthy Brushing our teeth	**Health and Wellbeing:** Themes: **Growing and changing:** Change, loss and getting older; names of main body parts (including external genitalia); personal identity: likes; choices; strengths **Keeping safe:** What goes into our bodies; rules for keeping physically and emotionally safe; personal identity: family networks; people who are responsible for keeping us safe, different forms of media. - Tying our shoelaces **Valuing difference:** Attributes: kindness/fairness; sharing and respecting opinions; recognising and respecting similarities and differences **E-safety** – image sharing and keeping safe online	**Living in the Wider Community:** Themes: **Rights and responsibilities:** contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups **Taking care of the environment:** improvements and harm to local environments; ways of looking after local environments **Money matters:** sources of money; uses for money; spending and saving; role of money in their lives; managing money and keeping it safe; choices about spending; influences on spending choices

	Additional topics adapted to class: The Power of Yet – Growth Mindset introduction Practise makes perfect – Responsibility		
Opportunities for Visits/other	**Stoke Bruerne trip**		Swiss Gardens, Old Warden
Visitors/Ideas	**Anglian Water workshops** **Water assembly – link to the Stoke Breurne visit** Boat ride/barge Ouse, Grand Union canal Fish tank in class Paddling poll/water play area Postcard from the seaside/Day at the seaside/Sealife centre/Beach themed day.	China town - London Martial arts trainer in (kung fu – Chinese) Chinese new year speaker Chinese New Year celebrations Drama workshops on China/Chinese culture	Garden in Wixams Seasons garden centre Wrest Park **Village walk – tree identification** Stockwood Discovery centre Manor House, Stevington – Kathy Brown's Conservation places – Marsston Vale frest Wixams resident Artist
Significant Events	September National Read a book day - 6th International Literacy Day – 8th Roald Dahl Day – 13th World First Aid Day – 14th International Day of Democracy – 15th International Day of peace – 21st International Week of the deaf – 23rd-9th National fitness day – 25th European day of languages – 26th World's biggest coffee morning (MacMillan) – 27th October International library month National Poetry Day – 3rd World animal day & World smile day– 4th World space week – 4th-10th Harvest & Grandparents' day – 6th Fire safety week – 6th-12th Dyslexia awareness week – 7th-12th World homeless day – 10th National heroes day – 21st Diwali – 27th Halloween – 31st November Bonfire night – 5th World science day 10th World Kindness Day – 13th November Anti-bullying week 11th-15th Remembrance day 11th Children in Need – 16th St. Andrew's day – 30th December Advent International day of persons with disabilities – 3rd Computer science education week – 9th-15th Human rights day – 10th Christmas jumper day – 13th	January Chinese New Year 25th (Rat) Big Garden Bird Watch – 26th-28th February National heart month Safer Internet Day 11th Valentine's day 14th International random acts of kindness day – 17th International mother language day 21st Fairtrade fortnight 24th Feb – 8th March Shrove Tuesday (pancake day) 25th March St. David's Day 1st Engineers week 2nd-8th World wildlife day – 3rd World maths day – 4th World Book day – 5th Lent – 6th March – 18th April British Science week – 6th-15th International women's day – 8th Holi 9th-10th World Poetry day – 21st World Down's syndrome day & International Day for the Elimination of Racial Discrimination – 21st World water day – 22nd Mother's day – 31st April Appreciation (of each other , ourselves, our lives, world and our differences) National pet month April Fools Day – 1st International Children's book day – 2nd World autism awareness day – 2nd Dr Seuss day– 2nd Palm Sunday – 5th World health day – 7th Good Friday – 19th Queen's birthday & Easter Sunday – 21st Earth day – 22nd St. George's day & Shakespeare's birthday – 23rd Children's book week – 29th April – 5th May International dance day – 29th International jazz day – 30th	Sports day May May day – 1st Space day – 3rd Ramadan – 4th May – 4th June Deaf awareness week – 6th-12th National sun awareness week – 6th-12th Red Cross appeal week – 6th-12th VE day – 8th World Red Cross and Red Crescent day – 8th International nurses day – 12th National smile month – 13th May – 13th June National vegetarian week – 13th-19th International day of families – 15th Walk to school week 21st-25th Outdoor classroom day – 23rd June The Big lunch – 1st-2nd Butterfly Education and awareness day – 1st Food safety week – 4th Eid-Ul-Fitr 2020 4th-5th D-Day – 6th World oceans day – 8th Bike week & Children's art week – 8th-16th National school grounds week – 10th-14th Healthy eating week – 10th-14th Father's day -16th First day of summer & World music day – 21st July World emoji day -17th International friendship day – 30th