

Year 2	Autumn 1 BHM	Autumn 2 Anti-Bullying Wk	Spring 1	Spring 2	Summer 1 Families' Wk	Summer 2 SRE (in HFF week)
<b>Whole school themed weeks</b>	Black History Month National Poetry Day	Anti-bullying Week The Big Draw	STEM Week	World Book Week ( 7 <sup>th</sup> March)	Families Week  Enabling Enterprise project – Going Green	Health, Fun and Fitness Week
<b>History/ Geography</b>	<b>History</b> Significant people in History  Florence Nightingale Rosa Parks Nelson Mandela  <b>The lives of significant individuals in the past who have contributed to national and international achievements</b>	<b>Geography</b> Regions in the UK  Map Work – UK and it's countries Seas and Oceans Rivers and Mountains Compass Points  Book to link places?  <b>Name and locate the world's seven continents and five oceans Compass directions and locational and directional language to describe location of features and routes on a map Key physical features and human features</b>	<b>History</b> Pioneers The first.....  Famous Explorers Christopher Columbus Person in space Tim Peake Woman in Parliament – Nancy Astor Emily Davison - Suffragettes  <b>The lives of significant individuals in the past who have contributed to national and international achievements Significant historical events, people and places in their own locality</b>	<b>Geography</b> The World – focused study on a non-European country - Caribbean  Map Work – countries, continents and oceans Seas and Oceans Rivers and Mountains Compass Points Hot and Cold Areas of the World  <b>Compass directions and locational and directional language to describe location of features and routes on a map Key physical features and human features Name and locate the world's seven continents and five oceans Understanding geographical similarities and differences through studying the human and physical geography of a small area in the UK and non-European country</b>	<b>History</b> The History of Technology eg telephone, computer, tv, radio  (first transmission of BBC trip to Ally Pally)  <b>Significant historical events, people and places in their own locality Changes within living memory Significant historical events, people and places in their own locality</b>	<b>Geography</b> Contrasting Locations  A study of a coastal region with a city or town – physical features and human features  <b>Understanding geographical similarities and differences through studying the human and physical geography of a small area in the UK and non-European country</b>
<b>Literacy</b>	Stories from other Cultures Non-chronological report  <b>Key text: Stories about Rosa Parks or other cultures</b>	Informal letters (anti-bullying week) Stories with alternate endings (Katie Morag) Poems on theme (Rivers and Mountains)  <b>Key text: Katy Morag</b>	Historical recount Persuasive text Character/setting description	Stories based on Caribbean Poems with pattern+rhyme (Caribbean)  <b>Key text: World Book Week text (tbc)</b>	Traditional tales (Brothers Grimm) Explanation text  <b>Key text: Fairy tales by Brothers Grimm</b>	Stories with familiar setting (seaside) Instructions Poems with similes and metaphors (seaside)  <b>Key text: The Highway Rat</b>
<b>SPAG</b>	<p>To form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.</p> <p>To form adjectives using suffixes such as -ful, -less.</p> <p>To use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.</p> <p>To use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses.</p> <p>To use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.</p> <p>To understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <p>To use present and past tense mostly correctly and consistently.</p> <p>To use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.</p> <p>To use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.</p> <p>To use question marks and exclamation marks appropriately.</p> <p>To use commas to separate items in a list.</p> <p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.</p> <p>To understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma.</p>					
<b>DSR</b>						
<b>Science</b>	Living things and their habitats	Living things and their habitats	Animals including Humans	Plants	Everyday Materials and their uses	Everyday Materials and their uses
<b>Maths</b>	Place Value (2 weeks) Fractions Mental Strategies – Addition and subtraction	Mental Strategies - x and ÷ Mental Strategies - x and ÷ Multiplication Division	Place Value Fractions Mental Strategies + and - Addition – working towards written method	Mental Strategies x and ÷ Multiplication - Working towards written method Division - Working towards written	Place Value and Number Fractions Fractions & Measures Mental Strategies - + and –	Mental strategies (Using and applying/inverse through relative contexts ie. money and measures)

	Written methods - Addition Written methods - Subtraction	Shape ( 2 weeks) Positional direction	Subtraction – working towards written method	method Shape and properties Positional direction	Addition Subtraction	Multiplication (Embed skills, then use and apply/inverse through relative contexts ie. money and measures) Division (Embed skills, then use and apply/inverse through relative contexts ie. money and measures) Multiplication and division (Using and applying/inverse through relative contexts ie. money and measures) Shape and Properties ( 2 weeks) Positional Direction
<b>Computing</b>	Espresso Coding Unit 1  (Espresso Coding)	Digital literacy Using the Internet: Using search engines (link to topic) (Google Chrome)	Word Processing (Microsoft Word)	Espresso Coding Unit 2  (Espresso Coding)	Digital Literacy: Computer Art  (Windows Paint/Natural Revelation Art)	Algorithms  (Barefoot Computing)
<b>Start Art</b>		Start Art to be displayed		Start Art to be displayed		
<b>Art</b>	Art - Portraits - sketching with chalk, charcoal T1 and T2	DT - Boats P4,5,6,7,8,9 and 10	Art - collage of scene eg Tim Peake and space - folding, crumpling, tearing T1,4	DT - Fabric (flag, cushion) Print and join T5,T6, P4,5,6,7,8	Art - rubbings eg using technology or local area eg class collage of Ally Palace T1,T5	DT - Healthy eating (salads/snacks) Cooking and nutrition C1,C2,C3
<b>Music</b>	Drums					
<b>RE</b>	Unit 6: What do Jewish people believe about Torah?	Unit 4: What do Christians believe about forgiveness (Link with Easter)	Unit 3: What do Christians believe about love? A gape	Unit 6: What do Jewish people believe about Torah?	Unit 4: What do Christians believe about forgiveness (Link with Easter)	Unit 3: What do Christians believe about love? A gape
<b>PSHE</b>	Being responsible	Relationships	You and Me	Being responsible	Relationships	You and Me
	Being Responsible  To realise why it is important to have rules in the classroom and school  To be aware of how actions can affect others. Being Responsible  To know what is meant by 'fairness'. Being Responsible  To know what is meant by 'fairness'. .	Relationships Who is in my family? How are other families similar and different to mine? What does my family do for me? Who do I look after? What can other people do to make me feel good?	My body Why are girls and body bodies different? What do we call the different parts of girls and boys bodies?	<b>Relationships</b> <b>Who is in my family?</b> <b>How are other families similar and different to mine?</b> <b>What does my family do for me?</b> <b>Who do I look after?</b> <b>What can other people do to make me feel good?</b>	Relationships Who is in my family? How are other families similar and different to mine? What does my family do for me? Who do I look after? What can other people do to make me feel good?	My body Why are girls and body bodies different? What do we call the different parts of girls and boys bodies?
<b>RRS</b>	<b>Looking at the general idea of rights and respecting others in relation to our rights in class.</b> Rights are something that we have	<b>Article15 : You have the right to chose your own friends or join a group as long as it isn't harmful to others</b>	<b>Article7: you have a right to a name which is officially recognised</b> <b>Article 14: you have the right to choose your own religion d beliefs. Your parents</b>	<b>Looking at the general idea of rights and respecting others in relation to our rights in class.</b> Rights are something that we	<b>Article15 : You have the right to chose your own friends or join a group as long as it isn't harmful to others</b>	<b>Article7: you have a right to a name which is officially recognised</b> <b>Article 14: you have the</b>

	<p>that can never be taken away like the right to be in school, be safe and be healthy</p> <p>We need to make sure that we respect everyone else's rights so we can all share them.</p>	<p><b>Article 18: you have the right to be raised by your parents if possible</b></p> <p><b>Article; 27: you have the right to food , clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do</b></p>	<p><b>should have you decide what is right and wrong and what is best for you</b></p> <p><b>Article 30: you have the right to practise your own culture, language and religion</b></p>	<p>have that can never be taken away like the right to be in school, be safe and be healthy</p> <p>We need to make sure that we respect everyone else's rights so we can all share them.</p>	<p><b>Article 18: you have the right to be raised by your parents if possible</b></p> <p><b>Article; 27: you have the right to food , clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do</b></p>	<p><b>right to choose your own religion d beliefs. Your parents should have you decide what is right and wrong and what is best for you</b></p> <p><b>Article 30: you have the right to practise your own culture, language and religion</b></p>
<b>PE</b>	Netball and Gymnastics	Gymnastics and Football	Basketball and Gymnastics	Cricket and Dance	Athletics and Dance	Athletics and Dance
<b>Visits</b>	<p>National Portrait Gallery - workshop about portraits</p> <p>Florence Nightingale Museum</p>	Synagogue visit - linked to RE	RAF Museum - Magnificent Materials for flying workshop	Gillespie Park - linked to plants	Alexandra Palace - workshop	Seaside trip