



Year: 2	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 6 weeks
Topic theme title	Term 1: Treasure island		Term 2: Animals		Term 3: London	
SECTION A: TITLE OVERVIEW						
RETURN FROM LOCK DOWN	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Return from lock down and pupil well-being:</b></p> <p><i>At the beginning of each term go over daily expectations and procedures.</i></p>	<p>Use PHSE sessions to go over topics related to hand-washing, hygiene, safety, family bereavement, worries and anxieties.</p> <p>Go over school and class expectations. Behaviour and learning expectations. Having positive growth mind-set.</p> <p>Discuss any changes to school procedures such timetables and movement around school (playtimes/lunch times).</p> <p>To review topic entry and exit points and school trips.</p>	<p>Continue with PHSE sessions as required for class. See plans on Sharepoint.</p> <p>Deal with any worries or concerns raised by children or parents.</p> <p>Re-inforce positive growth mind-set. Continue to clarify behaviour and learning attitudes and expectations.</p> <p>Remind children about hygiene and movement around school.</p> <p>To review topic entry and exit points and school trips.</p>	<p>Continue with PHSE sessions as required for class. See plans on Sharepoint.</p> <p>Deal with any worries or concerns raised by children or parents.</p> <p>Re-inforce positive growth mind-set. Continue to clarify behaviour and learning attitudes and expectations.</p> <p>Remind children about hygiene and movement around school.</p> <p>To review topic entry and exit points and school trips.</p>	<p>Continue with PHSE sessions as required for class. See plans on Sharepoint.</p> <p>Deal with any worries or concerns raised by children or parents.</p> <p>Re-inforce positive growth mind-set. Continue to clarify behaviour and learning attitudes and expectations.</p> <p>Remind children about hygiene and movement around school.</p> <p>To review topic entry and exit points and school trips.</p>	<p>Continue with PHSE sessions as required for class. See plans on Sharepoint.</p> <p>Deal with any worries or concerns raised by children or parents.</p> <p>Re-inforce positive growth mind-set. Continue to clarify behaviour and learning attitudes and expectations.</p> <p>Remind children about hygiene and movement around school.</p> <p>To review topic entry and exit points and school trips.</p>	<p>Continue with PHSE sessions as required for class. See plans on Sharepoint.</p> <p>Deal with any worries or concerns raised by children or parents.</p> <p>Re-inforce positive growth mind-set. Continue to clarify behaviour and learning attitudes and expectations.</p> <p>Remind children about hygiene and movement around school.</p> <p>To review topic entry and exit points and school trips.</p>
<p><b>Trips and experiences</b></p> <p><b>Entry point &amp;</b></p>	<p>Entry point- Pretend to be explorers. Go on a long expedition around the</p>	<p>Exit point- Pirate party They will taste/make foods from the different</p>	<p>Entry point- Dress up as your favourite animal</p>	<p>Exit point- London zoo</p>	<p>Entry Point- Create a London building using junk modelling.</p>	<p>Exit point- cable cars</p>

<b>Exit point (need to check)</b>	daily mile line, battling the weather etc.	countries explored in the unit.				
<b>British values and Votes for Schools (see weekly topic)</b>	Rule of law: Why do we have a school council? Why does our school have rules? How are these rules decided?  Votes for schools	Democracy: How do we decide who is in charge? Why is it important to work together?  Votes for schools	Mutual respect and tolerance: Why do we learn about other cultures? How does this change the way we behave towards people who are different from us?  Votes for schools	Individual liberty: Why is it important for us to be able to make our own choices?  Votes for schools	Mutual respect and tolerance:  Votes for schools	Rule of law: New class new setting  Votes for schools
<b>Weekly celebration assembly focus: Eastbury values</b>	Respect	Enjoyment	Teamwork	Resilience	Aim High	Creativity
<b>Year 2 whole school performance. (RE assembly)</b>	X	X	X	X	X	EID Assembly (Year 2)

**PLEASE NOTE:**

**Curriculum:** Schemes and plans below specify what pupils will do each half term. Please note due to **COVID-19** closure additional time will be allocated as transition weeks to manage and deal with some of the gaps in subjects such as English and maths. Wider curriculum subjects will start as stated below with the topics. Any knowledge gap for these subjects will be covered during special days or special weeks during the academic year where possible. In most cases missed topics and skills re-occur. Year groups will continue to ensure to create and plan links between subjects where possible to close the knowledge gap.

**Assessment:** Assessment judgements in the wider curriculum will continue to use a triangulation approach, using topic assessment questions, plenary exit questions at the end of lessons, end of topic evaluations and progress check list. These will support the teacher judgements made on SIMS (Spring 1 and Summer 1).

**SECTION B: MATHS AND ENGLISH OVERVIEW OF TOPICS**

ENGLISH Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Unit 1:	Unit 2:	Unit 3:	Unit 4:	Unit 5:	Unit 6:

<b>(Lit and Lang scheme)</b>  <b>Year 2</b>	Genre: stories with a familiar and  Fiction text: Cotton Wool Colin and sister for sale	Genre: Poetry  Fiction text: The fish who could wish, Tiger, River and	<b>Genre:</b> Play scripts  <b>Fiction text:</b> Little crocs purse, oh gnome	Genre: traditional tales  Fiction text: Billy monster's daymare, beauty Beast	Genre: Stories with familiar settings  Fiction text: The night shimmy, chatterbox Ben	Genre: fantasy stories  Fiction text: GEM, chocolate planet
	Genre: explanation texts  Non- fiction text: Parents and their young  <i>Deal with gaps during transition weeks: highlighted during lock down (via intervention and support)</i>	<b>Genre:</b> non-chronological Report  <b>Non- fiction text:</b> Journey to the Deep.  <i>Deal with gaps during transition weeks: highlighted during lock down (via intervention and support)</i>	<b>Genre:</b> persuasive writing  <b>Non- fiction text:</b> Gnome sweet Gnome	<b>Genre:</b> Instructions  <b>Non- fiction text:</b> How to turn a class hamster into a dinosaur	<b>Genre:</b> email and letter  <b>Non- fiction text:</b> Thrill City	<b>Genre:</b> information text  <b>Non- fiction text:</b> Chocolate
<b>Main grammar focus (Lit and Lang)</b>  <b>Year 2</b>	Capital letters Question marks Suffixes  <i>Deal with gaps during transition weeks: highlighted during lock down (via intervention and support)</i>	Commas in a list Suffixes Compound words  <i>Deal with gaps during transition weeks: highlighted during lock down (via intervention and support)</i>	Sentences with different forms Adjectives Apostrophes for possession	Conjunctions and adverbs	Conjunctions Apostrophes for contractions	Verb tenses and tenses in texts
<b>MATHS Y2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Mathematics topics (Inspire scheme)</b>  <b>Year 2</b>	Place value Addition- number line Subtraction – number line Multiplication- skip counting and arrays Division- bar model and skip counting	length mass fraction pf shape fraction of number 3D shapes 2D shapes properties of shapes symmetry	Time Word problems Addition and subtraction- column method Word problems (addition and subtraction Volume	Inverse Data handling Money Number bonds Reasoning Estimation and rounding	SATs revision	Place value to 1000 Addition and subtraction

	<i>Transition topics: See also topics missed in Year 1 due to Lock down (March to July 2020).</i>	odd and even numbers  <i>(Review any gaps)</i>				
SECTION C: SUBJECTS WITH SCHEMES OVERVIEW OF TOPICS						
SCIENCE Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Science National Curriculum topic title and Collins Snap Science title</p> <p>YEAR 2</p>	<p>Sc2/2.3 AUTUMN 1</p> <p>NC title: Animals including humans</p> <p>Collins title: Take care</p> <p><b>Key knowledge:</b> To know the importance of eating a range of different types of food.</p> <p>Sc2/2.3c To be able to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b>Key skills:</b> Work scientifically by identifying and classifying food, using tables, and Venn and Carroll diagrams.</p> <p>Make observations and collect data while carrying out exercises, and use</p>	<p>Sc2/2.3 AUTUMN 2</p> <p>NC title: Animals including humans</p> <p>Collins title: Growing up:</p> <p><b>Key knowledge:</b> Sc2/2.3b Describe the basic needs of animals for survival (water, food and air) and the main changes as young animals, including humans, grow into adults.</p> <p>Sc2/2.3a Notice that animals, including humans, have offspring which grow into adults</p> <p>Know simple differences between living and non-living things.</p> <p>Learn the sequence of the human life cycle, first through considering how</p>	<p>Sc2/2.1 SPRING 1</p> <p>NC title: Living things and their habitats</p> <p>Collins title: What is in your habitat?</p> <p><b>Key knowledge:</b> To be able to name different plants and animals and describe how they are suited to different habitats.</p> <p>Explore the habitat by identifying things that are living, once-lived and never-lived.</p> <p>Construct food chains that show how living things depend on each other. Describe how living things are suited to a particular habitat.</p> <p><b>Key skills:</b> Sc2/2.1a explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Sc2/2.1b identify that most living things live in habitats to</p>	<p>Sc2/2.2 SPRING 2</p> <p>NC title: Plants</p> <p>Collins title: The Apprentice gardener</p> <p><b>Key knowledge:</b> Learn the sequence of germination, and comparing and contrasting the requirements of germinating seeds with those of mature plants to maintain healthy growth.</p> <p>Learn how to grow vegetables to eat.</p> <p>Sc2/2.2b To be able to describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><b>Key skills:</b> Apply what they what has been learnt from classroom investigations in a real</p>	<p>Sc2/3.1 SUMMER 1</p> <p>NC title: Uses of everyday materials</p> <p>Collins title: Materials: Good choices</p> <p><b>Key knowledge:</b> To be able to use knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.</p> <p><b>Key skills:</b> Sc2/3.1a identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</p>	<p>Sc2/2.1 SUMMER 2</p> <p>NC title: Living things and their habitats</p> <p>Collins title: Our Changing world</p> <p><b>Key knowledge:</b> Sc2/2.1d Further develop understanding of the different animals living in a habitat to build up simple food chains and identify and name different sources of food.</p> <p>Learn about animal life cycles by observing how an animal kept in the classroom changes over time and by going out to look for baby animals (use videos/images if visits are not possible).</p>

	<p>observations and ideas to suggest answers to questions.</p> <p>Sc1/1.4 <b>Identifying, classifying and grouping</b> To identify and classify</p> <p><b>Key vocabulary:</b> food, sort, classify, Venn diagram, Carroll diagram, healthy diet, dairy, fruits, vegetables, meat, fish, beans, fat, sugar, bread, potatoes, cereals, exercise, physical activity, hot, sweaty, heart beating, pulse, tired, aching, muscles, clean, hygiene, hygienic, wash, bath, shower, brush, comb, toothbrush, toothpaste, soap, water, shampoo</p>	<p>they have changed since birth.</p> <p><b>Key skills:</b> Research further changes that happen as a human baby grows and develops into and through adulthood.</p> <p>When comparing different stages of human life children consider growth, changes in physical appearance, movement, feeding and diet, self-care, the move from dependency to independence and parenthood (although briefly).</p> <p>Outcomes from enquiries, such as graphs, group answer sheets and photographs can be displayed and children should be encouraged to add comments using sticky notes, to add to the information and consolidate their understanding.</p> <p><b>Key words:</b> baby, need, want, living, alive, essential, food, milk, water, drink, eat, air,</p>	<p>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</p> <p>Sc1/1.1 <b>Asking questions</b> To ask simple questions and recognise that they can be answered in different ways</p> <p><b>Key vocabulary:</b> habitat, alive, living, once-lived, dead, never-lived, plants, animals, decay, rocks, soil, air, water, food chain, plants, animals, herbivores (eat plants and parts of plants), carnivores (eat other animals), omnivores (eat plants/parts of plants and other animals), direction, source of food, suited, habitat, features, names of habitats, living things and animal body parts</p>	<p>context, to learn more about plants' need for a suitable temperature and to observe plants growing to maturity.</p> <p>Create a floor book to track their learning you will provide them with their own reference book that they can add to and use when planning and planting their vegetable garden.</p> <p>Sc2/2.2a Make observations every few days in frequent short lessons. Draw conclusions from observations. Observing change over time and comparative tests; there is also identifying and classifying, pattern finding and research using secondary sources (videos).</p> <p>Record series of observations using labelled drawings and photographs in diaries.</p> <p>Use existing knowledge and observations to make predictions at the start and during investigations.</p> <p>Sc1/1.3 <b>Comparative and fair testing</b> To perform simple tests</p> <p><b>Key vocabulary:</b></p>	<p>Sc2/3.1b compare how things move on different surfaces.</p> <p>Sc2/3.1c find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Sc1/1.6 <b>Research using secondary sources</b> To gather and record data to help in answering questions.</p> <p><b>Key vocabulary:</b> Hard, Soft, Stretchy, Stiff, Shiny, Dull, Rough, Smooth, Bendy, Waterproof, Absorbent, Opaque, Transparent Brick, Paper, Fabrics, Squashing, Bending, Twisting, Stretching Elastic, Foil.</p> <hr/> <p><b>Follow on module: Collins Science – Shaping Up (module 1):</b></p>	<p>Decide what bulbs and seeds to plant (in Spring) in order to be able to make soup from the harvest (in Summer).</p> <p><b>Key skills:</b> Sc2/2.1c identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Sc1/1.2 <b>Observation over time</b> Work scientifically by making careful observations over time, using simple equipment and recording their observations in a range of different ways, and use their data to suggest answers to questions.</p> <p><b>Key vocabulary:</b> Living, Dead, Habitat, Energy, Food chain, Predator, Prey, Woodland, Pond, Desert, egg, offspring, baby, adult, grow, change, habitat, food chain, tally chart, pattern, chick, calf, cub, kid and other baby animal terms, seeds, bulbs, plant, root, stem, leaf, fruit, shoot(s), bud, flower, soil, compost, manure, dig, prepare,</p>
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		<p>breathe, shelter, warmth, survival, depend, child, toddler, compare, change, differences, dependent, independent, move, care, learn, appearance, annotate, life cycle, life story, stages, order, pregnancy, birth, teenager, adult, parent, elderly person, grow, measure, compare, table, scatter graph, plot, pattern, evidence, observation, question, record</p>		<p>seeds, plant (verb and noun), apprentice, gardener, bulb, grow, observe, observations, describe, identify, expert, question, predict, prediction, water, compare, answer, investigate, bean, soil, surface, test, bury, light, dark, water, germinate, fair, same, plan, suitable, radicle, root, shoot, leaves, change, evidence, height, tallest, shortest, bar chart, scale, pattern, question, connection, measure, seedling, mature plant, wilting, healthy, unhealthy, warmth, care, die, block, agree, disagree, alive, food store, first, next, later, after...days, order, conclusion, because</p>	<p><i>Understand different ways of changing the shapes of objects made from different materials.</i></p> <p><i>Identify materials that can be changed by the actions of squashing, bending, twisting and stretching, and link these actions with the properties of the materials that allow them to be changed.</i></p>	<p>water, watering, vegetable, herbs, names of vegetables and herbs, wash, clean, peel, cut, chop, blend, smooth, puree, heat, boil, simmer, fry.</p>
<b>COMPUTING Y2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Computing (Switched On scheme)</b></p> <p><b>Year 2</b></p>	<p><b>Topic Title:</b> Introduction to Computing (Autumn 1 and 2)</p> <p><b>Key knowledge:</b> NC objectives: To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><b>Key Skills:</b></p>	<p><b>Topic Title:</b> Introduction to Computing (Autumn 1 and 2)</p> <p><b>Key knowledge:</b> NC objectives: To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b>Topic Title:</b> Internet Safety (Spring 1 and 2)</p> <p><b>Key knowledge:</b> NC objectives: To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the</p>	<p><b>Topic Title:</b> Internet Safety (Spring 1 and 2)</p> <p><b>Key knowledge:</b> NC objectives: To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on</p>	<p><b>Topic Title:</b> we are zoologists</p> <p><b>Key knowledge:</b> NC objectives: we are zoologists (summer 1) To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b>Topic Title:</b> Hour of coding</p> <p><b>Key knowledge:</b> NC objectives: Hour of coding (summer 2) Understand what algorithms are. Create and debug simple programs.</p>

	<p>To learn how to use the computer room safely and how to sit safely at the computer. Switch on and log on to various devices (eg. ipads, Laptops, PC etc) Use a QWERTY keyboard correctly Sit correctly when using a computer Save and retrieve files on student shared drive.</p> <p><b>Key vocabulary:</b> Safety Log in Devices (laptop, ipad, desktop) Password Files Folders Typing Keyboard Keys Text Input output Input device/s</p>	<p><b>Key Skills:</b> To learn how to use the computer room safely and how to sit safely at the computer. Switch on and log on to various devices (eg. ipads, Laptops, PC etc) Use a QWERTY keyboard correctly Sit correctly when using a computer Save and retrieve files on student shared drive.</p> <p><b>Key vocabulary:</b> Safety Log in Devices (laptop, ipad, desktop) Password Files Folders Typing Keyboard Keys Text Input output Input device/s</p>	<p>internet or other online technologies To recognise common uses of information technology beyond school.</p> <p><b>Key Skills:</b> Understand how to stay safe and be respectful online Understand what personal information is Know where to go for help and support. Know the rules for use of digital equipment in and out of the classroom safely.</p> <p><b>Key vocabulary:</b> Internet safety Online Report problems Appropriate/ inappropriate</p>	<p>the internet or other online technologies To recognise common uses of information technology beyond school.</p> <p><b>Key Skills:</b> Understand how to stay safe and be respectful online Understand what personal information is Know where to go for help and support. Know the rules for use of digital equipment in and out of the classroom safely.</p> <p><b>Key vocabulary:</b> Internet safety Online Report problems Appropriate/ inappropriate</p>	<p>To recognise common uses of information technology beyond school.</p> <p><b>Key Skills:</b> We are zoologists Sort and classify a group of items by answering questions, collect data using charts use simple chart software (Spreadsheet). Take photos and edit/enhance them. Record information on digital map.</p> <p><b>Key vocabulary:</b> create organise manipulate digital content Photos Videos Charts/ tables</p>	<p><b>Key Skills:</b> Hour of coding: Understand what algorithm is To create simple programs (eg. In Hour of coding) Debug simple programs</p> <p><b>Key vocabulary:</b> Algorithm Program Debug</p>
RE Y2	<p><b>Autumn 1/2</b> (optional religious festivals - to also look at Diwali/Harvest/Guy Fawkes)</p>		<p><b>Spring 1/2</b> (optional religious festivals – to look at Chinese New Year/Vaisakhi for Sikhs/St Georges day/Mother’s Day)</p>		<p><b>Summer 1/2</b> (optional religious festivals – to look at Ramadan/Eid/Father’s Day) <b>YEAR 2 EID ASSEMBLY TO WHOLE SCHOOL</b></p>	
RE (Discovery RE scheme)	<p><b>Topic Title:</b> Christianity: Is it possible to be kind all the time? (T 1)</p>	<p><b>Autumn 2: Complete topic not done in Autumn 1.</b></p>	<p><b>Topic Title:</b> you may choose Judaism (theme is Passover) or Islam (theme is prayer at home, 5 times a day) (T1) /</p>	<p><b>Spring 2: Complete topic not done in Spring 1.</b></p>	<p><b>Topic Title:</b> you may choose Judaism (theme is Prayer at home ) or Islam (theme is</p>	<p><b>Summer 2: Complete topic not done in Summer 1.</b></p>

<p><b>RE</b> - topics taken from discovery RE scheme of work - areas of enquiry targets <b>AT1 &amp; AT2 targets</b> or NC – national curriculum targets starting with Re have been selected.</p> <p><b>Key (T1) term 1 (T2) term 2</b></p> <p><b>Year 2</b></p>	<p>Why did God give Jesus to the world? (T 2)  AT1 A Beliefs, teachings and sources  AT2 F Values and commitment  AT2 E Meaning, purpose and truth</p> <p><b>Key knowledge:</b> to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.</p> <p>To reflect on the Christmas story and the reasons for Jesus’ birth.</p> <p><b>Key Skills:</b> to be able to listen and retell the story of the good Samaritan and paralyzed man and reflect on the stories.</p> <p>Reflect on times we have given gifts and explain why. To retell the Christmas story. To identify and explain why God gave Jesus.</p> <p><b>Key vocabulary:</b> bible stories, the good, Samaritan the paralysed man, Christmas, Jesus, god, presents, birth</p>		<p>Christianity, Easter, Resurrection (T2)</p> <p>How special is the relationship Jews have with God? (T1)</p> <p>Does praying at regular intervals everyday help a Muslim in his/her everyday life? (T1)</p> <p>Christianity, Easter, Resurrection (T2)</p> <p>AT1 B Practices and ways of life</p> <p>AT1 F Values and commitments</p> <p>AT1 A Beliefs, teachings and sources</p> <p>AT2 E Meaning, purpose and truth-</p> <p><b>Key knowledge:</b> To investigate: Who do I believe I am? Does it feel special to belong? (both for Judaism and Islam) (T1)</p> <p>To identify if God is important to everyone? Are symbols better than words at expressing religious beliefs? (T2)</p> <p><b>Key Skills:</b> To evaluate and understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God</p>		<p>Community and belonging) (T1)</p> <p>Judaism (how to show your commitment)/ Islam (theme is hajj) (T2)</p> <p>AT1 B Practices and ways of life</p> <p>AT2 D Identity, diversity and belonging</p> <p>AT2 F Values and commitments</p> <p><b>Key knowledge:</b> To evaluate how important is it for Jewish people to do what God has asked them to do? (T1)</p> <p>To evaluate how going to the mosque give Muslims a sense of belonging? (T1)</p> <p>To identify the best way for a Jew to show commitment to God. (T2)</p> <p>To investigate does completing Hajj make a person a better Muslim. (T2)</p>	
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	Christmas concert performances		<p>they value their special relationship with Him. (T1)</p> <p>To explain and evaluate what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day. (T1)</p> <p>Throughout the day interrupting learning, reflecting on how this felt. Learning about prayer position. Reflect on why Muslim's pray (T1)</p> <p>To re-tell and describe the Easter story and understand what Jesus' resurrection means for Christians. Reflect on the symbols at Easter. Debate whether Jesus came back to life (T2)</p> <p><b>Key vocabulary:</b> Passover, seder plates/muslim,prayer,paryer mat, salat,adhan,/resurrection,easte r,palm Sunday</p> <p><b>Whole school Easter hat parade.</b></p>		<p><b>Key Skills:</b> To identify and understand the special relationship between Jews and God and the promise they make to each other. (T1)</p> <p>To understand why Muslims, visit the mosque and to explore whether this gives them a sense of belonging. (T1)</p> <p>To explore different ways that Jews show their commitment to Go and evaluate different ways that Jews show their commitment to God. (T2)</p> <p>To explore and describe what happens during Hajj and to identify the importance of this to Muslims. (T2)</p> <p><b>Key vocabulary:</b> prayer, Jews, synagogue, mosque, hajj, mecca</p> <p><b>Year 2 assembly – Eid</b></p>	
MUSIC Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p><b>Music (Charanga scheme)</b></p> <p><b>Year 2</b></p>	<p><b>Topic Title: Me &amp; Nativity performance</b></p> <p><b>Key knowledge: NC objective Mu1/1.1/1.2</b></p> <p>To explore: growing, homes, colour, toys and how I look.</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and respond</li> <li>- Explore and create – initially using voices only but building into using classroom instruments too</li> <li>- Singing – nursery rhymes and action songs – building to singing and playing</li> <li>- Share and perform</li> </ul> <p><b>Key vocabulary:</b>  <b>Pulse (steady beat)</b> – foundation of all music. It is the musical heartbeat that never stops.  <b>Rhythm</b> – is long and short sounds that happen over the pulse, so rhythm</p>	<p><b>Topic Title: Me &amp; Nativity performance</b></p> <p><b>Key knowledge: NC objective Mu1/1.1/1.2</b></p> <p>To explore: growing, homes, colour, toys and how I look.</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and respond</li> <li>- Explore and create – initially using voices only but building into using classroom instruments too</li> <li>- Singing – nursery rhymes and action songs – building to singing and playing</li> <li>- Share and perform</li> </ul> <p><b>Key vocabulary:</b>  <b>Pulse (steady beat)</b> – foundation of all music. It is the musical heartbeat that never stops.  <b>Rhythm</b> – is long and short sounds that happen over the pulse, so rhythm</p>	<p><b>Topic Title: My stories &amp; Everyone</b></p> <p><b>Key knowledge: Mu1/1.2/1.3</b></p> <p>To explore using your imagination Christmas, festivals, fairies, pirates, superheroes, lets pretend, once a upon a time</p> <p>To explore family, friends, people and music from around the world</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and respond</li> <li>- Explore and create – initially using voices only but building into using classroom instruments too</li> <li>- Singing – nursery rhymes and action songs – building to singing and playing</li> <li>- Share and perform</li> </ul> <p><b>Key vocabulary:</b>  <b>Pulse (steady beat)</b> – foundation of all music. It is the musical heartbeat that never stops.  <b>Rhythm</b> – is long and short sounds that happen over the</p>	<p><b>Topic Title: My stories &amp; Everyone</b></p> <p><b>Key knowledge: Mu1/1.2/1.3</b></p> <p>To explore using your imagination Christmas, festivals, fairies, pirates, superheroes, lets pretend, once a upon a time</p> <p>To explore family, friends, people and music from around the world</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and respond</li> <li>- Explore and create – initially using voices only but building into using classroom instruments too</li> <li>- Singing – nursery rhymes and action songs – building to singing and playing</li> <li>- Share and perform</li> </ul> <p><b>Key vocabulary:</b>  <b>Pulse (steady beat)</b> – foundation of all music. It is the musical heartbeat that never stops.  <b>Rhythm</b> – is long and short sounds that happen over the</p>	<p><b>Topic Title: Our World &amp; Big Bear Funk (transition unit)</b></p> <p><b>Key knowledge: NC objective Mu1/1.1/1.2/1.3</b></p> <p>To explore animals, jungle, minibests, night and day, sand and water, seaside, seasons, weather, sea and space.</p> <p>Transition unit - to listen and appraise, Musical activities (learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments) and perform and share.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and respond</li> <li>- Explore and create – initially using voices only but building into using classroom instruments too</li> <li>- Singing – nursery rhymes and action songs – building to singing and playing</li> <li>- Share and perform</li> </ul>	<p><b>Topic Title: Our World &amp; Big Bear Funk (transition unit)</b></p> <p><b>Key knowledge: NC objective Mu1/1.1/1.2/1.3</b></p> <p>To explore animals, jungle, minibests, night and day, sand and water, seaside, seasons, weather, sea and space.</p> <p>Transition unit - to listen and appraise, Musical activities (learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments) and perform and share.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and respond</li> <li>- Explore and create – initially using voices only but building into using classroom instruments too</li> <li>- Singing – nursery rhymes and action songs – building to singing and playing</li> <li>- Share and perform</li> </ul>
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	changes and pulse stays the same.	changes and pulse stays the same.	pulse, so rhythm changes and pulse stays the same.	pulse, so rhythm changes and pulse stays the same.	<p><b>Key vocabulary:</b></p> <p><b>Pulse (steady beat)</b> – foundation of all music. It is the musical heartbeat that never stops.</p> <p><b>Rhythm</b> – is long and short sounds that happen over the pulse, so rhythm changes and pulse stays the same.</p>	<p><b>Key vocabulary:</b></p> <p><b>Pulse (steady beat)</b> – foundation of all music. It is the musical heartbeat that never stops.</p> <p><b>Rhythm</b> – is long and short sounds that happen over the pulse, so rhythm changes and pulse stays the same.</p>
PHSE Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>PHSE (JigSaw Scheme)</p> <p>(Check also additional sessions to complete due to return from Lock-down) – See Sharepoint and read notes above.</p> <p>Year 2</p>	<p><b>Topic Title:</b> Being me in my world</p> <p><b>Key knowledge:</b> Understand the rights and responsibilities I have in class. Understanding the need for rules. Understanding rewards and consequences</p> <p><b>Key Skills:</b> Understanding my feelings, being self critical, learning behaviour for learning.</p> <p><b>Key vocabulary:</b> challenges, rights, responsibilities, rewards, consequences</p>	<p><b>Topic Title:</b> Celebrating Difference</p> <p><b>Key knowledge:</b> Understand that assumptions are sometimes made about boys and girls. Understand that bullying sometimes stems from difference. I can recognize what is right and wrong and know how to look after myself. Understand it's ok to be friends with people different from me.</p> <p><b>Key Skills:</b> Recognise stereotypes Stand up for myself.</p> <p><b>Key vocabulary:</b></p>	<p><b>Topic Title:</b> Dreams and Goals</p> <p><b>Key knowledge:</b> Know what a realistic goal is. To understand what persevering is. Understand how to work with people I get on with and those I find difficult. I know how to share success.</p> <p><b>Key Skills:</b> To set realistic goals. To work with all kinds of people. To stay modest but be proud of myself.</p> <p><b>Key vocabulary:</b> Goals, targets, barriers, challenges, realistic, preserving</p>	<p><b>Topic Title:</b> Healthy me</p> <p><b>Key knowledge:</b> To know what is meant by healthy. To know ways to relax. To understand how medicines, work in my body. I can sort foods into the correct food group. I know foods that give my body energy.</p> <p><b>Key Skills:</b> I can choose healthy choices. I can create a balanced diet plate. I can choose foods to give my body energy.</p> <p><b>Key vocabulary:</b> Healthy, unhealthy, fats, carbohydrates, protein, fruit and vegetables, balanced diet, soap, water, shower,</p>	<p><b>Topic Title:</b> Relationships</p> <p><b>Key knowledge:</b> To know the different members of a family. Explain why they are important to them. To know different physical contact which ones are alright and which ones are not. To know some things that cause conflicts with friends. To understand some secrets are good to keep and some are not. To know people in school and the community that help me and appreciate them.</p> <p><b>Key Skills:</b> To appreciate family members and that other children's families are</p>	<p><b>Topic Title:</b> Changing me</p> <p><b>Key knowledge:</b> To know physical differences between males and females. Understand boy and girl stereotypes. Understand the human lifecycle. To know how to be assertive. To understand the emotions when changing class</p> <p><b>Key Skills:</b> To understand the changes that I'm going through and to stay calm about this. To understand how to assertive in different situations and make my own choices</p>

		Similar, different, culture, hobbies, bullying, friend, friendship		bath, pills, relaxation, exercise, films, reading	different. To pick up if physical contact makes me uncomfortable and tell someone. To tell an adult any bad secrets. To know where to go for certain types of help  <b>Key vocabulary:</b> Mum, dad, brother, sister, step- dad, step mum etc. , physical contact, conflict, secrets, teacher, parents, doctors, nurses, police officer etc.	<b>Key vocabulary:</b> Vagina, penis. Stereotypes, baby, toddler, child, teenage, adult, elderly.
<b>PE Y2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>PE Year 2</b>	<p><b>Topic Title:</b> Sports and Games</p> <p><b>Key knowledge:</b> Use running, jumping, throwing and catching in isolation and in combination.</p> <p><b>Key Skills:</b> Jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>Key vocabulary:</b> Jump, catch, throw, balance, Pattern, combination, run, forwards, backwards, skills,</p>	<p><b>Topic Title:</b> Gymnastics</p> <p><b>Key knowledge:</b> Develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills:</b> gymnastic positions Straight, Tuck, Star, Straddle, Pike Roll and Forward roll, Egg roll, Half turn, Dish roll, Teddy bear roll and Star Jump. Build on gymnastic positions to include movement and travel towards a target.</p> <p><b>Key vocabulary:</b> Jump, bend, curl, posture, balance, sequence, combination, run,</p>	<p><b>Topic Title:</b> Team Games – Tag rugby, Dodgeball, Bench ball, Football and Hockey</p> <p><b>Key knowledge:</b> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills:</b> Ball control, passing, turning, decision making, defending and attacking. Build on skills from Autumn 1 &amp;2 working in small groups to increase spatial and tactical awareness, throwing and catching on the move. Develop an understanding of game rules and implement them. Build an awareness of others in play.</p>	<p><b>Topic Title:</b> Team Games – Tag rugby, Dodgeball, Bench ball, Football and Hockey</p> <p><b>Key knowledge:</b> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills:</b> Ball control, passing, turning, decision making, defending and attacking. Build on skills from Autumn 1 &amp;2 working in small groups to increase spatial and tactical awareness, throwing and catching on the move. Develop an understanding of game rules and implement</p>	<p><b>Topic Title:</b> Dance</p> <p><b>Key knowledge:</b> To perform dances using simple movement patterns.</p> <p><b>Key Skills:</b> Combining steps to create a performance, Creating a simple dance routine, Copy movements shown, Perform in unison, Combine movements given a topic or directive, Feedback on performance of others, Copy a full dance sequence with prompt, Complete movements to represent different parts</p>	<p><b>Topic Title:</b> Athletics and Sports day preparation</p> <p><b>Key knowledge:</b> Play competitive games and take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p><b>Key Skills:</b> Catching, throwing, Jumping, running, changing direction and Co-ordination and</p> <p><b>Key vocabulary:</b> Co-ordination, focus, catching, throwing, standing, movement,</p>

	control, safely, arms, legs, tuck, link, movement	forwards, backwards, skills, control, still, rocking, rolling, crouched, safely, arms, legs, tuck, link, movement	<b>Key vocabulary:</b> Field, Fielding, dribble, passing, sideways, forwards, bat, ball, tag, rules, space, partner, evade, communication, change direction, possession, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate	them. Build an awareness of others in play.  <b>Key vocabulary:</b> Field, Fielding, dribble, passing, sideways, forwards, bat, ball, tag, rules, space, partner, evade, communication, change direction, possession, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate	of a story, Evaluate own performances and begin to identify areas of improvement  <b>Key vocabulary:</b> Formation, rhythm, movement, stretch, rebound, motif, dynamic, expression, tempo, pulse, speed, control, pace, synchronise and unison, team, group, compete, enjoyment, fun  <b>Reflect and improve</b> To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.	pace, fast, slow, height, tall, short, change  <b>Reflect and improve</b> To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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**SECTION D: HISTORY AND GEOGRAPHY OVERVIEW OF TOPICS**

HISTORY Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History Year 2	<b>Topic Title: Florence Nightingale</b>  <b>Key knowledge:</b> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international</li> </ul>		<b>Topic Title: Significant historical event</b>  <b>Key knowledge:</b> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should</li> </ul>		<b>Topic Title: Changes in living memory</b>  <b>Key knowledge:</b> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to</li> </ul>	

	<p>achievements. Some should be used to compare aspects of life in different periods.</p> <ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality.</li> <li>• Recall some facts about people/events before living memory.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify different ways in which the past is represented.</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Describe things that happened to themselves and other people in the past.</li> </ul> <p><b>Key Vocabulary</b> Decade, ancient, timeline, living memory, inventions, decade, modern, date order, memory, older generation, opinion, century, long ago, artefact. Florence Nightingale, Crimean War, historians, medicine, Empire, pioneer, evidence.</p>		<p>be used to compare aspects of life in different periods.</p> <ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify different ways in which the past is represented.</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Use a timeline to place important events (eg. Battle of Hastings, Queen Elizabeth and the Spanish Armada)</li> <li>• Order a set of events or objects.</li> </ul> <p><b>Key Vocabulary</b></p> <p>Decade, ancient, timeline, living memory, inventions, decade, modern, date order, memory, older generation, opinion, century, long ago, artefact. Florence Nightingale, Crimean War, historians, medicine, Empire, pioneer, evidence.</p>		<p>reveal aspects of change in national life.</p> <ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Explore events, asking questions “which things are old and which are new?” “what were people doing?”</li> <li>• Look at objects from the past and compare them with modern objects.</li> <li>• Identify different ways in which the past is represented.</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Understand the difference between things that happened in the past and the present.</li> <li>• Describe things that happened to themselves and other people in the past.</li> </ul> <p><b>Key Vocabulary</b> Decade, ancient, timeline, living memory, inventions, decade, modern, date order, memory, older generation, opinion,</p>	
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					century, long ago, artefact. Florence Nightingale, Crimean War, historians, medicine, Empire, pioneer, evidence.	
<b>GEOGRAPHY Y2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Geography Year 2</b>		<p><b>Topic Title: Who am I?</b></p> <p><b>Key knowledge: Location Knowledge</b></p> <p>Ge1/1.1a To name and locate the world's 7 continents and 5 oceans.</p> <p>Ge1/1.1b To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Key Skills:</b></p> <p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Use relative vocabulary Learn names of some places within/around the</p>		<p><b>Topic Title: Magic Toymaker</b></p> <p><b>Key knowledge: Place Knowledge</b></p> <p>Ge1/1.2a To 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.</p> <p><b>Key Skills:</b></p> <p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Use relative vocabulary Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales,</p>		<p><b>Topic Title: The secret Garden</b></p> <p><b>Key knowledge: Human and physical geography</b></p> <p>Ge1/1.3a 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.</p> <p>Ge1/1.3b 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.</p> <p><b>Geographical Skills and Fieldwork</b></p>

		<p>UK. E.g. Home town, cities, countries. e.g. Wales, France.</p> <p>Use relative vocabulary and begin to learn names of the 7 continents and 5 oceans</p> <p>Locate countries within the UK and begin to name these and surrounding seas</p> <p>Use picture maps and globes/ Large scale world map</p> <p>Begin to use KS1 atlas</p> <p>Understand simple keys on a map</p> <p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p> <p><b>Key vocabulary:</b></p> <p>north, south, east, west</p> <p>England, Scotland, Wales, Ireland, Northern Ireland</p> <p>Atlas, Africa, Antarctica, Asia, Australia, Europe,</p>		<p>France.</p> <p>Begin to use KS1 atlas</p> <p>Understand simple keys on a map</p> <p>Begin to compare two areas using information books/ pictures as sources of information</p> <p><b>Key vocabulary:</b></p> <p>north, south, east, west</p> <p>England, Scotland, Wales, Ireland, Northern Ireland, France, Belgium (specific non-European country to be studied)</p> <p>Atlas, Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>		<p>Ge1/1.4b To use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.</p> <p><b>Key Skills:</b></p> <p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Use relative vocabulary Learn names of some places within/around the UK. E.g. Home town, cities, countries. e.g. Wales, France.</p> <p>Use relative vocabulary and begin to learn names of the 7 continents and 5 oceans</p> <p>Locate countries within the UK and begin to name these and surrounding seas</p> <p>Use picture maps and globes/ Large scale world</p>
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		<p>North America and South America.</p> <p>Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>(See below for other vocabulary that could be considered)</p>		<p>city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>(See below for other vocabulary that could be considered)</p>		<p>map</p> <p>Begin to use KS1 atlas</p> <p>Follow and use directional and compass directions (N,S,E,W)</p> <p>Understand simple keys on a map</p> <p><b>Key vocabulary:</b></p> <p>Spring, summer, autumn, winter</p> <p>Equator, North pole, South pole</p> <p>Near, far, left, right, north, south, east, west</p> <p>Atlas, Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,</p>
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						<p>vegetation, season and weather.</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>(See below for other vocabulary that could be considered)</p>
SECTION E: ART and DT						
ART Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Art and design</p> <p>Year 2</p>	<p><b>Beginning of the year, all year groups must recap on primary/secondary colours, colour mixing, and teaching techniques to shade and tint.</b></p> <p><b>Topic Title: Link to History</b></p> <p><b>Key knowledge:</b> Ar1/1.1: To use a range of materials creatively to design and make products.</p> <p>Ar1/1.2: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Create a treasure map.</li> <li>• Design a pirate coin</li> </ul>		<p><b>Topic Title: Henri Rousseau/ Franz Marc</b></p> <p><b>Key knowledge:</b> Ar1/1.4: To learn about the work of a range of artists, craft makers and designers. Describe the differences and similarities between different practices and disciplines. Make links to own work.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Learn about Henri Rousseau Tiger.</li> <li>• To mimic his painting.</li> <li>• To learn about Franz Marc- two horses. To mimic his painting.</li> <li>• Compare two artists</li> <li>• Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>• Use information books/pictures as</li> </ul>		<p><b>By the end of year all pupils must have knowledge of colour, painting, drawing and sculpting. They should also have had the opportunity to study artists' lives and their work.</b></p> <p><b>Topic Title: London skyline</b></p> <p><b>Key knowledge:</b> Ar1/1.3: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• London skyline picture</li> <li>• Printing</li> <li>• Collage</li> <li>• Teacher led</li> </ul>	

	<ul style="list-style-type: none"> <li>• Create a pirate coin using salt dough.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Annotate work in sketchbook.</li> <li>• Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>• Use information books/pictures as sources of information.</li> </ul> <p><b>Key vocabulary:</b> Drawing, painting, sculpting, moulding, planning, designing, imagination, materials, treasure, map, coins, questioning...</p>		<p>sources of information.</p> <p><b>Key vocabulary:</b> Artists, Henri Rousseau, tiger, painting, Franz Marc, two horses, explore, analyse, sketch, paint, create, differences, similarities, compare...</p>		<p>enquiries, to ask and respond to simple closed questions.</p> <ul style="list-style-type: none"> <li>• Use information books/pictures as sources of information.</li> </ul> <p><b>Key vocabulary:</b> Colour, pattern, texture, line, shape, form and space, London skyline, paint, print, collage, mixed media, research, understand, create...</p>	
<b>DT Y2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Design and technology</b>  <b>Year 2</b>		<p><b>Topic Title: Ships</b></p> <p><b>Key knowledge:</b> DT1/1.2b: To select from and use a wide range of materials and components, including construction materials, textiles and ingredients,</p>		<p><b>Topic Title: Animals</b></p> <p><b>Key knowledge:</b> DT1/1.3a: To explore and evaluate a range of existing products</p> <p>DT1/1.3b: To evaluate their ideas and products against design criteria</p>		<p><b>Topic Title: London</b></p> <p><b>Key knowledge:</b> DT1/1.4a: To build structures, exploring how they can be made stronger, stiffer and more stable</p>

		<p>according to their characteristics</p> <p>DT1/1.2b: To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>DT1/1.3b: To evaluate their ideas and products against design criteria</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• To explore and evaluate a range of existing products</li> <li>• To choose from a variety of materials according to their characteristics</li> <li>• Children to review previous learning and create a design for a boat choosing appropriate materials to meet its function</li> <li>• Children to use design from previous lesson to start</li> </ul>		<p>DT1/1.2a: To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>DT1/1.2b: To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>DT1/1.1a: To design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>DT1/1.1b: To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Explore a range of products</li> <li>• Design</li> <li>• To generate, develop, model and communicate their ideas through talking, drawing</li> </ul>		<p>DT1/1.4b: To explore and use mechanisms</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Discuss and explore photos of London</li> <li>• Discuss how buildings stay up</li> <li>• Explain thinking</li> <li>• Plan</li> <li>• Design</li> <li>• Create</li> <li>• Test effectiveness</li> </ul> <p><b>Key vocabulary:</b> London, city, buildings, architecture, research, plan, design, make, create, construct, test, evaluate...</p>
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		<p>constructing their boat</p> <ul style="list-style-type: none"> <li>• Children to test their boats and evaluate their effectiveness by answering questions</li> </ul> <p><b>Key vocabulary:</b> Boats, ship, explore, range, materials, products, choose, variety, review, plan, design, create, test, evaluate...</p>		<ul style="list-style-type: none"> <li>• Test effectiveness of design</li> </ul> <p><b>Key vocabulary:</b> Plan, design, research, explore, pet food, packaging, generate, test, discuss...</p>		
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