

YEAR 2 2017/18	AUTUMN (6.5-7)		SPRING (6-5.5)		SUMMER (6-7.5)	
THEME	Night Pirates	Lost and Found	Naughty Bus	Meerkat Mail	Tadpole's Promise	Supertato
LITERACY	NF - Instructions Novel: Jolly Rogers & the Ghostly Galleon	NF - Instructions Novel: Owl who was afraid of the dark	NF - Reports Novel: Naughty Amelia Jane	NF - Reports Novel: The Hodgeheg	NF - Instructions Novel: Fantastic Mr Fox	NF - Reports Novel: Traction Man
MATHEMATICS	Numbers to 100 Addition & Subtraction Times tables 2,5,10	Times tables 2,5,10 Multiplication and division 2,5,10 Length	Fractions Pictographs	Money Time	Word probs 2d shapes 3d shapes	Mass Volume Word problems 1
SCIENCE	<p><u>Animals, including humans</u></p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Focus Success: I can describe why exercise, a balanced diet and good hygiene are important for humans.</p>		<p><u>Plants</u></p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Focus Success: I can describe how seeds and bulbs grow into plants. I can describe what plants need in order to grow and stay healthy (water, light & suitable temperature).</p>	<p><u>Animals, including humans</u></p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Focus Success: I can explain the basic stages in a life cycle for animals, including humans. I can describe what animals and humans need to survive.</p>	<p><u>Living Things and their habitats</u></p> <p>Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Focus Success: I can identify things that are living, dead and never lived. I can describe how a specific habitat provides for the basic</p>	<p><u>Uses of everyday materials</u></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Focus Success: I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. I can suggest why a material might or might not be used for a specific job. I can explore how shapes can be changed by squashing, bending, twisting and stretching.</p>

					<p>needs of things living there. I can identify and name plants and animals in a range of habitats. I can match living things to their habitat. I can describe how animals find their food. I can name some different sources of food for animals. I can explain a simple food chain.</p>	
COMPUTING	<p><u>Rising Stars 2.1</u> <u>We are astronauts</u></p> <p>Program a sprite to move around the screen.</p> <p>Focus Success: I can use a range of instructions. I can write a simple program and test it. I can predict what the outcome of a simple program will be. I understand that programs require precise instructions.</p>	<p><u>Rising Stars 2.2</u> <u>We are games testers</u></p> <p>Work out how some simple Scratch games work.</p> <p>Focus Success: I can test and amend a set of instructions. I can find errors and amend. I understand that algorithms are used on digital devices.</p>	<p><u>Rising Stars 2.3</u> <u>We are photographers</u></p> <p>Review photos, practise using a digital camera, take photos to fit a given theme, edit photos and select their best to include in a shared portfolio.</p> <p>Focus Success: I can organise digital content. I can retrieve and manipulate digital content.</p>	<p><u>Rising Stars 2.4</u> <u>We are researchers</u></p> <p>Research a topic - safely, effectively and efficiently, using a structured approach (mind mapping). Share findings with others by a short presentation.</p> <p>Focus Success: I can retrieve and manipulate digital content. I can navigate the web to complete simple searches. I can use technology respectfully.</p>	<p><u>Rising Stars 2.6</u> <u>We are zoologists</u></p> <p>Go on a bug hunt, recording and identifying the small animals they find. Organise the data, record it using a graphing package and interpret the graph to answer questions about the animals.</p> <p>Focus Success: I can retrieve and manipulate digital content. I know how technology is used in school and outside of school.</p>	<p><u>Rising Stars 2.5</u> <u>We are detectives</u></p> <p>Solve a mystery by reading, sending and replying to emails, and by listening to a witness statement. Use a fact file sheet to create a table and identify the culprit.</p> <p>Focus Success: I can retrieve and manipulate digital content. I know where to go for help if I am concerned.</p>
<p>HUMANITIES Black = Geog Green = Hist</p>	<p>Use simple compass directions and locational and directional language 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. Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,</p>	<p>Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the United Kingdom and its countries. 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>Focus Success: I can say what I like and</p>	<p>Events beyond living memory that are significant nationally or globally. (Great fire of London)</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Focus Success: I can use words and phrases like: before, after, past,</p>	<p>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>Focus Success: I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later. I can find out things about the past by talking to an</p>	<p>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. (ICT +Forest schools link)</p> <p>Significant historical events, people and places in their own locality. (Hillsborough) Changes within living memory. (Judge ruling) The lives of significant individuals in the past who have contributed to national and international achievements. (Families)</p> <p>Focus Success: I can give examples of things that were different when my grandparents were children. I can answer questions using books and the Internet. I can research the life of a famous person from the past</p>	

	<p>vegetation, season and weather.</p> <p>Focus Success: I can name the continents of the world and locate them on a map. I can name the world oceans and locate them on a map. I can find where I live on a map of the United Kingdom.</p>	<p>do not like about the place I live in. I can say what I like and do not like about a different place. I can describe a place outside Europe using geographical words. I can describe some of the features of an island. I can describe the key features of a place.</p>	<p>present, then and now. I can answer questions using books and the Internet. I can say how an area has been spoilt or improved and give my reasons. I can explain how jobs may be different in other locations. I can name the capital cities of England, Wales, Scotland and Ireland. I can explain the facilities that a village, town and city may need and give reasons.</p>	<p>older person. I can answer questions using books and the Internet.</p>		<p>using different sources of evidence.</p>
<p>RE - Hinduism (inc. religious festivals)</p>	<p><u>Hinduism - Worship</u> Can worship help people remember what is important? *Inter faith week* Yom Kippur 11/10/16</p>	<p><u>Christianity - God</u> What do special stories teach worshippers and others? Hannukkah 24/12/16</p>	<p><u>Hinduism - Worship</u></p>	<p><u>Christianity - Jesus</u> Why do some people have religious rituals? Holi (13/03/17) Passover 10/4/17 Vaisakhi 14/4/17</p>	<p><u>Sikhism</u> Does worship help people? Miracles of Jesus Vesak 10/5/17</p>	<p><u>Christianity - Church</u> How and why is celebrating important in religion and worship? Prayers, worship, communion Eid al-Fitr 25/6/17 Dharma day 9/7/17</p>
<p>DT/ART</p>	<p><u>DT: Galleons</u></p> <p>Design purposeful, functional, appealing products based on design criteria. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Focus Success: I can join materials and components in different ways. I can measure materials</p>	<p><u>Art: Icarus - Penguin</u></p> <p>Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. About the work of artists (Henri Matisse)</p> <p>Focus Success: I can choose and use three different grades of pencil when drawing. I can create a piece of art in response to the work of another artist.</p>	<p><u>DT: Vehicles</u></p> <p>Design purposeful, functional, appealing products based on design criteria. Generate, develop, model and communicate their ideas. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components. Explore and evaluate a range of existing products. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Focus Success: I can think of an idea and plan what to do next. I can choose tools and</p>	<p><u>DT: Climbers - Ant/spider</u></p> <p>Design purposeful, functional, appealing products based on design criteria. Generate, develop, model and communicate their ideas. Select from and use a range of tools and equipment to perform practical tasks. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Focus Success: I can choose tools and materials and explain why I have chosen them. I can join materials and components in different ways.</p>	<p><u>Art: Sculpting - Butterfly</u></p> <p>Use a range of materials creatively to make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. About the work of artists (Taro Chiezo)</p> <p>Focus Success: I can make a clay sculpture. I can join two clay pieces together. I can create a piece of art in response to the work of another artist.</p>	<p><u>Art: Superhero Popart</u></p> <p>Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. About the work of artists (Roy Lichtenstein)</p> <p>Focus Success: I can mix paint to create all the secondary colours. I can create brown with paint. I can create tints with paint by adding white. I can create tones with paint by adding black.</p>

	<p>to use in a model or structure. I can explain what went well with my work.</p> <p><u>DT: Food</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p> <p>Focus Success: I can describe the ingredients I am using.</p>	<p>I can suggest how artists have used colour, pattern and shape. I can create a printed piece of art by pressing, rolling, rubbing and stamping.</p>	<p>materials and explain why I have chosen them. I can explain why I have chosen specific textiles. I can explain what went well with my work.</p>	<p>I can explain what went well with my work. I can measure materials to use in a model or structure.</p>		<p>I can suggest how artists have used colour, pattern and shape. I can create a piece of art in response to the work of another artist.</p>
MUSIC	<p><u>Hands, Feet, Heart</u></p> <p>Focus Success: I can sing and follow a melody. I can sing or clap increasing and decreasing tempo. I can perform simple patterns keeping a steady pulse. I can play simple rhythmic patterns on an instrument. I can create music in response to different starting points. I can listen out for particular things when listening to music.</p>		<p><u>I Wanna Play In A Band</u></p> <p>Focus Success: I can sing and follow a melody. I can listen out for particular things when listening to music. I can perform simple patterns keeping a steady pulse. I can play simple rhythmic patterns on an instrument. I can choose sounds which create an effect. I can use symbols to represent sounds. I can make connections between notations and musical sounds.</p>		<p><u>Friendship Song</u></p> <p>Focus Success: I can sing and follow a melody. I can listen out for particular things when listening to music. I can play simple rhythmic patterns on an instrument. I can order sounds to make a beginning, middle and end. I can create music in response to different starting points.</p> <p>I can improve my own work.</p>	
PE	<p><u>Invasion Games</u></p> <p>Participate in team games, developing simple tactics for attacking & defending.</p> <p>Master basic movements including running, jumping, throwing & catching, as well as balance, agility & co-ordination, and begin to apply these in a range of activities.</p> <p>Focus Success: I can use hitting, kicking and/or rolling in a game. I can decide the best space to be in during a</p>	<p><u>Gymnastics</u></p> <p>Perform dances and controlled balances.</p> <p>Master basic movements including running, jumping, throwing & catching, as well as balance, agility & co-ordination, and begin to apply these in a range of activities.</p> <p>Focus Success: I can plan and perform a sequence of movements. I can improve my sequence based on feedback.</p>	<p><u>Net/Wall</u></p> <p>Participate in team games, developing simple tactics for attacking & defending.</p> <p>Master basic movements including running, jumping, throwing & catching, as well as balance, agility & co-ordination, and begin to apply these in a range of activities.</p> <p>Focus Success: I can use hitting, kicking and/or rolling in a game. I can decide the best space to be in during a game. I can use one tactic in a</p>	<p><u>Dance (orienteering)</u></p> <p>Perform dances using simple movement patterns.</p> <p>Focus Success: I can change rhythm, speed, level and direction in my dance. I can dance with control and coordination. I can make a sequence by linking sections together. I can use dance to show a mood or feeling. I can copy and remember actions. I can talk about what is different from what I did and what someone else did.</p>	<p><u>Striking & Fielding</u></p> <p>Participate in team games, developing simple tactics for attacking & defending.</p> <p>Master basic movements including running, jumping, throwing & catching, as well as balance, agility & co-ordination, and begin to apply these in a range of activities.</p> <p>Focus Success: I can use hitting, kicking and/or rolling in a game. I can decide the best space to be in during a game. I can use one tactic in a game. I can follow rules.</p>	<p><u>Athletics</u></p> <p>Master basic movements including running, jumping, throwing & catching, as well as balance, agility & co-ordination, and begin to apply these in a range of activities.</p> <p>Focus Success: I can use hitting, kicking and/or rolling in a game. I can decide the best space to be in during a game. I can use one tactic in a game. I can follow rules. I can copy and remember actions.</p>

	<p>game. I can use one tactic in a game. I can follow rules. I can talk about what is different from what I did and what someone else did.</p>	<p>I can think of more than one way to create a sequence which follows some 'rules'. I can work on my own and with a partner. I can talk about what is different from what I did and what someone else did.</p>	<p>game. I can follow rules. I can talk about what is different from what I did and what someone else did.</p>		<p>I can talk about what is different from what I did and what someone else did.</p>	<p><u>Swimming</u></p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively.</p>
Empowering Learners	Independent Enquirers	Self-managers	Effective Participators	Reflective Learners	Working as a team	Resourceful Thinkers