

<b>Year 2</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>RE</b>	<p><b>Beginnings</b> God is present in every beginning</p> <p><b>Judaism</b> To learn about the prayers and homes for Jewish people. To learn about Shabbat when families gather together. To learn about Shabbat being the day for God, the day of rest.</p>	<p><b>Signs and Symbols</b> Signs and symbols in Baptism</p> <p><b>Preparations</b> Advent: preparing to celebrate Christmas</p>	<p><b>Books</b> The books used in Church</p>	<p><b>Thanksgiving</b> Mass, a special time to thank God</p> <p><b>Opportunities</b> Lent: an opportunity to start anew</p>	<p><b>Muslim Faith Spread the Word</b> Pentecost: feast of the Holy Spirit</p> <p><b>Islam</b> To learn about the prayers of Muslim people. To learn about quiet times and that Muslim people pray five times a day. Prayer is important for Muslim people.</p>	<p><b>Rules</b> Reasons for rules in the Christian family</p> <p><b>Treasures</b> Neighbours share God's world</p>
<b>Reading</b>	<p><b>Anthony Browne Into the Forest</b> Continue to apply phonic knowledge and skills as the root to decode words until automatic decoding has become embedded and reading is fluent.</p>	<p><b>Anthony Browne The Tunnel</b> Read accurately words of two or more syllables that contain the same graphemes as above.</p>	<p><b>Anthony Browne Silly Billy</b> read words containing common suffixes. Read further common exception words noting unusual correspondence between spelling and sound and where these occur in a word.</p>	<p><b>Anthony Browne Look What I've Found</b> Read most words quickly and accurately without overt sounding and blending when they have been frequently encountered.</p>	<p><b>Emily Gravett Meerkat Mail</b> Read aloud books closely matched to improving phonic knowledge sounding out familiar words accurately automatically and with undue hesitation.</p>	<p><b>Carol Ann Duffy The Tear Thief</b> Re read these books to build up their fluency and confidence in word reading.</p>
<b>Writing</b>	<p><b>Silly Billy Description</b> To use co-ordination (e.g. or / and / but) and some</p>	<p><b>Christmas Story Story</b> To demarcate most sentences in their writing with capital</p>	<p><b>Non Chronological report Titanic</b> To write about real events, recording</p>	<p><b>Look What I've Got Letter Writing</b> To use present and past tense mostly</p>	<p><b>Tear Thief Description Meerkat Mail Review</b> To demarcate most</p>	<p><b>Poetry</b> To develop positive attitudes to writing and to write poetry. To plan and say aloud what they</p>

	subordination (e.g. when / if / that / because) to join clauses.	letters and full stops, and use question marks correctly when required.	these simply and clearly.	correctly and consistently.	sentences in their writing with capital letters and full stops, and use question marks correctly when required  use present and past tense mostly correctly and consistently.	want to write about. To evaluate poems and proofread to check for errors.
<b>Maths</b>	<b>Number and Place Value</b>  To partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones).	<b>Addition and Subtraction</b>  To add 2 two-digit numbers within 100 (e.g. 48 + 35) and can demonstrate their method using concrete apparatus or pictorial representations.	<b>Multiplication and Division Geometry</b>  To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$ ; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$ ; stating the total value of six 5p	<b>Fractions Measurement</b>  To identify $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{2}{4}$ , $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.  read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).	<b>Addition and Subtraction Place Value Statistics</b>  To add 2 two-digit numbers within 100 (e.g. 48 + 35) and can demonstrate their method using concrete apparatus or pictorial representations <ul style="list-style-type: none"> <li>• use estimation to check that their answers to a calculation are reasonable (e.g. knowing that 48 + 35 will be less than 100)</li> <li>• subtract mentally a two-digit number from another two-</li> </ul>	<b>Multiplications and Division Measurement</b>  To read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug) <ul style="list-style-type: none"> <li>• read the time on the clock to the nearest 15 minutes</li> </ul> recall and use multiplication and

			coins).  To describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).		digit number when there is no regrouping required (e.g. 74 - 33).	division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$ ; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$ ; stating the total value of six 5p coins).
<b>Science</b>	<b>Animals including humans</b>  To use observations and ideas to suggest answers to questions.	<b>Uses of everyday Materials</b> Identifying and classifying. Ask simple questions and recognising that they can be answered in different ways.	<b>Living things and habitats</b> Observing closely, using simple equipment gathering and recording data to help in answering questions.	<b>Pupil Choice SPACE</b> To use observations and ideas to suggest answers <b>to questions</b> . Ask simple questions and recognising that they can be answered in different ways	<b>Plants</b> To identify and classify.	<b>Plants</b> To use observations and ideas to suggest answers <b>to questions</b> . Ask simple questions and recognising that they can be answered in different ways

<p><b>Computing</b></p>	<p><b>Let's Fix It</b> Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs.</p>	<p><b>Super Sci Fi</b> 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 Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p><b>You've got mail</b> Recognise common uses of information technology beyond the school Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p><b>Mythical Creatures</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p><b>Code –Tastic</b> 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.</p>	<p><b>Whatever the weather</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>
<p><b>PE</b></p>	<p><b>Football Skills</b> <u>Aims-</u> developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p><b>Gymnastics</b> <u>Aim-</u> developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p><b>Games</b> <u>Aim-</u> participate in team games, developing simple tactics for attacking and defending.</p>	<p><b>Dance</b> <u>Aim-</u> perform dances using simple movement patterns.</p>	<p><b>Competitive games</b> <u>Aim-</u> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and</p>	<p><b>Circuit</b> <u>Aim-</u> master basic movements including running, jumping, throwing and catching</p>

					begin to apply these in a range of activities	
<b>History and Geography</b>	<p><b>A Journey to Scutori</b> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. <b>The lives of significant individuals in the past who have contributed to national and international achievements. Some</b></p>	<p><b>Great Fire of London</b> They should use a wide vocabulary of everyday historical terms. 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 celebrations or events.</p>	<p><b>All Aboard Titanic</b> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. 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.</p>	<p><b>What's the Forecast?</b> To 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.</p>	<p><b>The town where I live</b> <b>Identify</b> 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 field.</p>	<p><b>A trip to the rainforest</b> <b>To</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. To 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.</p>

	should be used to compare aspects of life in different periods [for example, Rosa Parks or Florence Nightingale]					
<b>Art and DT</b>	<p><b>Print</b> <b>Developing and Artist</b> <b>Andy Warhol</b></p> <p><b>Print</b> <b>To</b></p> <ul style="list-style-type: none"> <li>• use repeating or overlapping shapes.</li> <li>• mimic print from the environment (e.g. wallpapers).</li> <li>• use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• press, roll, rub and stamp to make prints</li> </ul>	<p><b>Textiles</b> <b>Felt Flowers</b></p> <ul style="list-style-type: none"> <li>• use weaving to create a pattern.</li> <li>• join materials using glue and/or a stitch.</li> <li>• use plaiting.</li> <li>• use dip dye techniques</li> </ul>	<p><b>Make a ship</b> <b>Titanic</b> <b>Print</b> <b>To</b></p> <ul style="list-style-type: none"> <li>• use repeating or overlapping shapes.</li> <li>• mimic print from the environment (e.g. wallpapers).</li> <li>• use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• press, roll, rub and stamp to make prints</li> </ul>	<p><b>Making a Chair</b> <b>To:-</b></p> <ul style="list-style-type: none"> <li>• describe the work of notable artists, artisans and designers</li> <li>• use some of the ideas of artists studied to create pieces <ul style="list-style-type: none"> <li>• use scissors safely to cut paper and thin card</li> <li>• use materials to practice drilling, screwing, gluing and nailing materials to make and strengthen products <ul style="list-style-type: none"> <li>• begin to understand how wheels and axles work</li> <li>• begin to shape, assemble, join and combine</li> </ul> </li> </ul> </li> </ul>	<p><b>Collage</b> <b>Piet Mondrian</b></p> <ul style="list-style-type: none"> <li>• to use a combination of materials that are cut, torn and glued</li> <li>• sort and arrange materials</li> <li>• mix materials to create texture</li> </ul>	<p><b>Bug in a Jar</b> <b>To</b></p> <ul style="list-style-type: none"> <li>• talk about how products have been made.</li> <li>• design products that have a purpose and intended user.</li> </ul>

				materials in a variety of ways. <ul style="list-style-type: none"> <li>• use simple levers and sliding mechanisms to create movement.</li> </ul>		
<b>Music</b>	<b>Key Milestone: to perform</b>  Make and control long and short sounds, using voice and instruments.  Imitate changes in pitch.	<b>Key Milestone: to compose</b>  Sequence sounds to create an overall effect.	<b>Key Milestone: to transcribe</b> Use symbols to represent a composition and use them to help with a performance.	<b>Key Milestone: to describe music</b>  Recognise changes in timbre, dynamics and pitch.	<b>Key Milestone: to perform</b> Imitate changes in pitch.	<b>Key Milestone: to compose</b>  Create short, musical patterns.  Create short, rhythmic phrases.
<b>PSHE</b>	<b>New Beginnings</b> To identify, recognise and explore a range of feelings from fearfulness to excitement and amazement. To develop empathy To explore feelings associated with new beginnings To recognise how people have to work together to achieve a common goal.	<b>Getting on and falling out</b> To understand the role of cooperative play in making and keeping friends. To be aware of the comfortable feelings that link to sharing.	<b>Say no to bullying</b> To develop empathy with people who are bullied. To increase self-awareness by acknowledging and labelling uncomfortable feelings, such as fear and anger .To feel good about who we are To increase the ability to manage feelings through practising and 'revising' strategies learned for dealing with feelings.	<b>Good to be me</b> To reflect on what makes us unique and special. To learn how to relax as a way of managing feelings.	<b>Going for Goals</b> To recognise the intermediate steps necessary to reach a goal. To understand the concept of persistence.	<b>Relationships</b> To understand how behaviours are prompted by feelings, for example feelings of jealousy.

<b>MFL</b>	<b>Basic Greetings</b> Read and understand short written phrases	<b>Basic Greetings</b> Read and understand short written phrases	<b>Basic Greetings</b> Write one or two short sentences	<b>Basic Greetings</b> Write one or two short sentences or label pictures	<b>Basic Greetings</b> Answer simple questions and give basic information	<b>Basic Greetings</b> Answer simple questions and give basic information
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<b>AUTUMN TERM</b>		<b>YEAR 2</b>				
<b>PSHE Opportunities for pupils to:</b>	<b>Children are able to:</b>	<b>Links to Come &amp; See Topics</b>	<b>Links to RSE (JIL) Journey in Love Children will:</b>	<b>Links to SEAL</b>	<b>Links to CAFOD/Other</b>	
<b>Our Lives (SRE - the human body)</b>	Appreciate that some diseases spread and can be controlled Recognise that they belong to distinct family groups	<p><b>Domestic church Family</b></p> <p><b>Beginnings</b> God at every beginning</p> <p><b>Baptism/confirmation belonging</b></p> <p><b>Signs &amp; symbols</b> Signs &amp; symbols in Baptism</p> <p><b>Advent/Christmas loving</b></p> <p><b>Preparations</b> Advent; preparing to celebrate Christmas</p> <p><b>Other Faiths</b> Judaism</p>	<p>Learn that humans can produce babies (JIL)</p> <p>Learn that babies grow into children and then adults(JIL)</p> <p>Recognise themselves as male and female (JIL)</p> <p>Hear about the ideal of loving and sharing in a Christian marriage (JIL)</p> <p>Reflect on their contributions to building up a loving family (JIL)</p> <p>Learn that family and friends should care for each other (JIL)</p> <p>Understand how to treat themselves and others with respect and dignity (JIL)</p>	<p><b>New beginnings</b> Recognise what they are good at</p> <p>Learn how rules help them and how to follow rules for the group or class</p> <p><b>Say no to bullying</b> Recognise that there are different types of teasing and bullying is wrong, and how to get help to deal with bullying</p> <p>Begin to understand and respect the dignity of people with specific disabilities</p> <p>Recognise that every individual has special needs and that each need will vary in its identity and how it is addressed.</p> <p><b>Getting on and falling out</b></p>	<p>Fairground: 26– Special Places 18—We are all special 21—Caring for the Forest 29—Let’s Celebrate Difference</p> <p>Fairground: 22– Fair Price for Coffee Fair Trade quiz—buying and selling Global Connections Banana Game Story of the Rainbow</p> <p>Fairground: 19—Mani’s Healthy Journey 23—Where is my home? 25—Water for Life</p> <p><b>Themed Week/Days</b> Anti-Bullying Week Healthy Living Universal Children’s Day International Day of Peace Childline/nspcc</p>	

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SPRING TERM YEAR 2					
PSHE Opportunities for pupils to:	Children are able to:	Links to Come & See Topics	Links to RSE (JIL) Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other
<p><b>Our Lives (Drugs Education - medicines and safety)</b></p>	<p>Learn that all medicines are drugs but not all drugs are medicines Learn basic road safety rules Investigate the ways in which exercise and rest help develop healthy bodies. Learn how to make simple choices that improve their health and well-being.</p>	<p><b>Local church community Books</b> The books used in Church</p> <p><b>Eucharist relating</b></p> <p><b>Thanksgiving</b> Mass a special time for saying thank you to God for everything, especially Jesus</p> <p><b>Lent/Easter giving Opportunities</b> Lent; an opportunity to start anew in order to celebrate Jesus' new life</p>	<p>Understand that their bodies are special and develop ways to protect and respect them (JIL). Be able to talk about their behaviour and feelings can affect the behaviour and feelings of others (JIL).</p>	<p><b>Going for Goals</b> Learn how to set simple goals . Know how they learn best .</p> <p><b>Relationships</b> Develop an awareness of right and wrong. Reflect on their own experiences of loss, death and change . Explore family rituals relating to loss, death and change Reflect on the community experience of loss and change . Know that sharing and expressing feelings of grief and loss is acceptable . Explore church rituals that mark loss, death and change.</p>	<p>Child's Guide to CAFOD Journey Through Bolivia. Video: 'One Day, One World'</p> <p>CAFOD Primary CD ROM (September 2004)</p> <p>Fairground: 21 - Caring for the Forest 27 - Being a Peace maker</p> <p>Fast Day Stories: <a href="http://www.cafod.org.uk">www.cafod.org.uk</a></p> <p>Child's Guide to CAFOD: • Story of Sori</p> <p>Fairground: 23 - Where is my home - Story of Sitara 25 - Water for Life.</p> <p><b>Themed Week/Day</b> Fairtrade Online Safety Week Safer Sleep Day</p>

SUMMER TERM YEAR 2					
PSHE Opportunities for pupils to:	Children are able to:	Links to Come & See Topics	Links to RSE (JIL) Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other
<p><b>Our Lives (Difference and Diversity)</b></p> <p><b>Environment</b></p> <p><b>Money</b></p>	<p>Recognise the need to co-operate in work and play . Provide opportunities to explore celebrations in different cultures. Appreciate that advertising is part of contemporary life and its effects on our way of life.</p> <p>Begin to appreciate their responsibility for the world investigate things which improve or harm the local and national environment and the things people do to care for it. Recognise that some of the earth's resources are finite and therefore must be used responsibly by all of us.</p> <p><b>Science</b> Describe and explore 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 basic needs of some kinds of animals and plants, and how they depend on each other.</p> <p><b>Geography</b> Recognise that money comes from</p>	<p><b>Pentecost</b> <b>servng</b> <b>Spread the word</b> Pentecost a time to spread the Good News</p> <p><b>Reconciliation</b> <b>Inter-relating</b> <b>Rules</b> Reasons for rules in the Christian family Sacrament of Reconciliation</p> <p><b>Universal Church world</b> <b>Treasures</b> God's treasure; the world</p> <p><b>Other Faiths</b> Islam</p>	<p>Understand how to treat themselves and others with mutual respect and dignity(JIL) Recognise, name and deal with their feelings in a positive way (JIL). Be able to talk about their emotions (JIL). Become aware of what makes them feel uncomfortable and develop simple strategies for dealing with uncomfortable situations (JIL) .</p>	<p><b>Good to be me</b> Recognise the need to respect the rights and properties of others. Recognise their gifts and talents . Recognise the importance of telling the truth and keeping promises. Begin to develop an understanding of the need for forgiveness and reconciliation .</p> <p><b>Changes</b> Share their opinions on things that matter to them and explain their views.</p>	<p>A Day in the Life of a Child in Columbia: (Child's Guide to CAFOD) <a href="http://www.cafod.org.uk/schools">www.cafod.org.uk/schools</a></p> <p>Fairground: 29 - Millennium Development Goals—Making the world a fairer place. CAFOD Primary CD ROM <a href="http://www.cafod.org.uk/schools">www.cafod.org.uk/schools</a></p> <p>Fairground: 27 - Being a Peacemaker</p> <p>Fairground: 18 - We are all Special 21 - Caring for the Forest 26 - Special Places 29 - Let's Celebrate Difference</p> <p>We work together poster and Lesson Plan</p> <p>Child's Guide to CAFOD—Who is my neighbour? 'One Day, One World' Video Primary CDROM Rainbow Story <b>Themed Week/Day</b> <b>Day of Many Colours</b> <b>International Day of Friendship</b></p>

<b>Management</b>	different sources and can be used for different purposes. <b>Aspiration Week</b>				Healthy Living Week National Sport Week
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