

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core question	What is it like to live by the coast?	What have we learned from the Great Fire of London?	Why do we remember Florence Nightingale and Mary Seacole?	How do the seasons and weather impact the food we eat?	How did Clarice Cliff change industry for the better?	Would you choose to live in a hot or cold place?
Class text	The storm Whale (Fiction) The pirate next door (Rhyming story)	A walk in London (Fiction) The Great Fire of London (Non-Fiction)	Cottonwool Colin (Fiction)	Jim and the Beanstalk (Fiction) The Fight of the Year (poem)	The day the crayons quit (Fiction)	The Long Journey (Fiction) Meerkat Mail
Writing focus	<p>Writing Opportunity: Description of the ocean Genre: Setting Description Purpose: to describe the setting of the ocean Effect on the Reader: to visualise the scenery SPAG coverage: adjectives, noun phrases, simple connectives</p> <p>Writing Opportunity: Retell the story of the Storm Whale Genre: Retell (narrative) Purpose: to tell the story of the Storm Whale in the children's own words. Audience: Y1 children Effect on the Reader: to understand the events and characters in the story SPAG coverage: adjectives, simple adverbs, chronological order, noun phrases, conjunctions</p> <p>Writing Opportunity: Description of Jim Lad Genre: Character description Purpose: to describe the appearance, movements and characteristics of Jim Lad Effect on the Reader: paint a picture of Jim Lad SPAG coverage: adjectives, verbs, adverbs, noun phrases, simple connectives</p>	<p>Writing Opportunity: Guide to London Genre: Non-chronological Report Purpose: to inform others about London and its features Audience: visitors to London Effect on the Reader: to know what facts and information about London SPAG coverage: present tense, ideas organised into groups, simple noun phrases</p> <p>Writing Opportunity: Diary entry of Samuel Pepys History Link Genre: Diary entry (recount) Purpose: to tell the events that Samuel Pepys witnessed Audience: diary Effect on the Reader: to understand what Samuel Pepys experienced SPAG coverage: past tense, chronological order, simple noun phrases, simple adverbs, time adverbials, first person</p> <p>Writing Opportunity: Trip recount History Link Genre: Recount Purpose: to recount the events of our trip to Ford Green Hall Audience: parents Effect on the Reader: to understand what happened on the trip to Ford Green Hall SPAG coverage: past tense, chronological order, simple noun phrases, simple adverbs, time adverbials, prepositional phrases</p>	<p>Writing Opportunity: Letter from Florence Nightingale History Link Genre: Letter Purpose: to write a letter to Florence Nightingale Audience: Florence Nightingale SPAG coverage: Greeting, formal tone, first person</p> <p>Writing Opportunity: Retell Cotton Wool Colin with innovation Genre: Retell (narrative) Purpose: to retell the story changing a character in the story Audience: Y2 children Effect on the Reader: to entertain SPAG coverage: adjectives, verbs, adverbs, noun phrases, connectives, chronological order</p> <p>Writing Opportunity: Instructions to create a new costume for Cotton Wool Colin Genre: Instructions Purpose: to tell others how to make a new costume for Cotton Wool Colin Effect on the Reader: to know what they will need and how to make the costume SPAG coverage: sequenced steps, imperative verbs, simple adverbs, simple noun phrases, time adverbials</p>	<p>Writing Opportunity: Instructions for looking after a plant Science Link Genre: Instructions Purpose: to tell people what they need and how to care for a plant Effect on the Reader: to understand what is needed to care for a plant SPAG coverage: sequenced steps, imperative verbs, simple adverbs, simple noun phrases, time adverbials</p> <p>Writing Opportunity: Retell Jim and the Beanstalk Genre: Retell (narrative) Purpose: to retell the story in the children's own words Effect on the Reader: to be entertained, to understand the events and characters in the story SPAG coverage: adjectives, verbs, adverbs, noun phrases, connectives, chronological order, ambitious vocabulary</p> <p>Writing Opportunity: Seasons Poem Genre: Poetry</p>	<p>Writing Opportunity: Letter to Duncan Genre: Letter Purpose: to persuade Duncan to care for the crayons Audience: Duncan Effect on the Reader: feel sorry for the crayons, understand how to care for the crayons SPAG coverage: greeting, brief introductions, directly addressing the reader, sign off, conjunctions</p> <p>Writing Opportunity: Trip recount History Link Genre: Recount Purpose: to recount the events of our trip to Middleport Pottery Audience: parents Effect on the Reader: to understand what happened on the trip to Middleport SPAG coverage: past tense, chronological order, simple noun phrases, simple adverbs, time adverbials, prepositional phrases</p>	<p>Writing Opportunity: Retell with innovation Genre: Retell (narrative) SPAG coverage: adjectives, verbs, adverbs, noun phrases, connectives, chronological order, a range of punctuation</p> <p>Writing Opportunity: Fact file about meerkats Genre: Non-chronological report Purpose: to inform others about meerkats Effect on the Reader: to know facts and information about meerkats SPAG coverage: introduction, present tense, ideas organised into groups, adverbs, noun phrases</p> <p>Writing Opportunity: Meerkat's diary entry Genre: Diary entry (recount) Purpose: to record the meerkat's experiences, thoughts and feelings Audience: Diary Effect on the Reader: to understand what the meerkat saw, did and felt SPAG coverage: chronological order, simple noun phrases, simple adverbs, time adverbials, first person</p>
Science core composite question	<u>What are living things and do they all have the same habitats and needs? (Biology)</u> Part 1	<u>What are the different properties of materials and are they all suitable for everyday objects? (Chemistry)</u> Part 1	<u>What do humans need to survive and be healthy? How do animals and humans grow? (Biology)</u>	<u>How do plants grow and what do they need in order to do so? (Biology)</u>	<u>What are the different properties of materials and are they all suitable for everyday objects? (Chemistry)</u> Part 2	<u>What are living things and do they all have the same habitats and needs? (Biology)</u> Part 2
Science	Living things and their habitats BIOLOGY	Materials CHEMISTRY - identify and compare the suitability of a variety of	Animals, including humans BIOLOGY	Plants BIOLOGY	Materials CHEMISTRY	Living things and their habitats BIOLOGY

	<ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats 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>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>-</p>	<ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 	<ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats 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
Humanities big questions	What is it like to live by the coast?	What did we learn from the Great Fire of London?	Why do remember Florence Nightingale and Mary Seacole?	What impact does the seasons and weather have on what we eat?	How did Clarice Cliff change industry for the better?	Would you prefer to live in a hot or cold place?
Humanities	<ul style="list-style-type: none"> To locate the seas and oceans surrounding the UK. To explain what a coast is To identify the physical features of the coast. To identify human features on the coast To investigate how people use Llandudno coast? To present findings on how people use Llandudno coast 	<ul style="list-style-type: none"> To uses historical sources to learn how the Great fire started. To understand the events of the Great Fire of London. To explain why the fire spread so quickly using key facts. To look at different sources to see if more could have been done to slow the fire To know the impact the fire had on society To consolidate their understanding of the causes of the Great Fire by attempting to re-design London 	<ul style="list-style-type: none"> To give valid reasons why Florence went to the Crimea To identify the changes Florence made to the soldiers in the Crimea. To recognise what was Florence Nightingale greatest achievement To use evidence from sources to find out about the past To be aware of the achievements of significant individuals. 	<ul style="list-style-type: none"> To identify seasonal changes in the UK To investigate daily weather patterns To identify daily weather patterns in the UK To understand how the weather changes with each season To explore how seasons affect life on a farm. 	<ul style="list-style-type: none"> To find out when and where Clarice Cliff lived and what her early life was like. To learn about Clarice's Cliff's achievements To learn about Clarice's Cliff's achievements To find out how Clarice influenced the Pottery Industry To find out about the different jobs within the pottery industry. To learn how the pottery industry has changed over time. 	<ul style="list-style-type: none"> To name and locate the seven continents To locate the North and South Poles To locate the Equator on a world map To compare the UK and Kenya To investigate local weather conditions To identify key features of hot and cold places.
Art & DT	<p>Art- George S</p> <p>(pointillism)</p> <p><i>Painting/Drawing</i></p>	<p>DT- structures freestanding structures</p>	<p>Art- Florence nightingale (portrait)</p> <p><i>Drawing</i></p>	<p>DT- Food cooking and fruit and vegetables</p>	<p>Art- Clarice Cliff (printing)</p>	<p>DT- Mechanisms wheels and axles</p>

RE	Who made the world? UC 1.2 CREATION	Why does Christmas matter to Christians? UC1.3 INCARNATION	What is faith and what difference does it make? Diocese of Lichfield	How do Christians remember Jesus' last supper? Diocese of Lichfield	What is the good news Jesus brings? UC 1.4 GOSPELS	What can we learn from a Synagogue? Diocese of Lichfield JEWISH FAITH
PE	<i>Multi skills athletics based (agility and coordination)</i>	Low level gymnastics or dance	<i>High level gymnastics dance</i>	<i>Ball games/ invasion games orienteering</i>	<i>Multi skills athletics</i>	<i>Batting and fielding skills</i>
Computing We follow a condensed curriculum in Computing and these are the units studied through the year.	Computing systems and networks 1 - What is a computer? Programming 1 - Algorithms and Debugging Data Handling - International Space Station Programming 2 - Scratch Jr					
Music	Harvest PERFORMANCE	Christmas PERFORMANCE	Cartoon music COMPOSITION	Orchestral music – conducting! ELEMENTS OF MUSIC and NOTATION INSTRUMENTAL SKILLS	Improvisation COMPOSITION/IMPROVISATION INSTRUMENTAL SKILLS	PERFORMANCE
MFL	N/A	N/A	N/A	N/A	N/A	N/A
PSHE	<u>UNIT-SETTING GROUND RULES FOR PSHE & RSE AND CITIZENSHIP</u> Rules beyond school Our school environment Our local environment Similar yet different – my local community School council Giving my opinion	<u>UNIT-SAFETY AND THE CHANGING BODY</u> Secrets and surprises Appropriate contact: My private parts Appropriate contact: My private parts are private Respecting personal boundaries Road safety Crossing roads safely Staying safe with medicine	<u>UNIT-FAMILIES AND RELATIONSHIPS</u> Other peoples' feelings Unhappy friendships Introduction to manners and courtesy	<u>UNIT-HEALTH AND WELLBEING</u> Experiencing different emotions Being active Relaxation: breathing exercises Steps to success Developing a growth mindset Healthy diet Looking after our teeth	<u>UNIT-ECONOMIC WELLBEING/ LESSON 7 GENDER AND STEREOTYPES</u> Gender stereotypes: Careers and jobs Where money comes from Needs and wants Wants and needs Looking after money Jobs	<u>UNIT-ECONOMIC WELLBEING/ LESSON 7 GENDER AND STEREOTYPES</u> Families offer stability and love Families are all different Change and loss
Extra-curricular	Leadership rules RNLI visit Harvest celebration at St Luke's church Severn Trent visit Godly Play	Visit to Ford Green Hall Meet Samuel Pepys Visit to Methodist Church Visit to Hillswood Lodge Carols at St Luke's Church Sports event at Endon High Reverse Advent Intra-faith week Journey through Christmas Day	Meet Florence Nightingale First Aid Training Faith Visitor Internet safety Day	Tatton Park Whole school Holy Day Swimming pool British Science week	Visit to Middleport pottery Workshop with Emma Bailey (local artist) Endon Well Dressing	Mini-beast workshop Sports Day End of year celebrations