



YEAR 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>THEME</b>	FLORENCE NIGHTINGALE	CASTLES	ISLAND ADVENTURES	GREAT FIRE OF LONDON	CHINA	GROWING
<b>TRIP IDEA</b>		Windsor Castle				California Country Park
<b>ENGLISH</b>	See English MTP					
<b>MATHS</b>	See Maths MTP					
<b>SCIENCE</b>	<p>Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper &amp; cardboard</p> <p>Compare how things move on different surfaces</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>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</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 micro-habitats</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</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>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Notice that animals, including humans, have offspring which grow into adults</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>	
<b>HISTORY</b>	<p>FLORENCE NIGHTINGALE</p> <p>The lives of significant individuals in Britain's past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Mary Seacole and Edith Cavell)</p>		<p>THE GREAT FIRE OF LONDON</p> <p>Events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</p>			
<b>GEOGRAPHY</b>			<p>ISLAND ADVENTURES</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational language (e.g. near and far; left and right) to describe the location of features and routes on a map</p>		<p>CHINA</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 contrasting non-European country</p> <p>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>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	

			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 Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment		Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	
<b>ART</b>	Colour Make as many tones of one colour as possible (using white) Darken colours without using black using colour on a large scale Drawing experiment with tools and surfaces draw a way of recording experiences and feelings discuss use of shadows, use of light and dark		Texture Overlapping and overlaying to create effects Weaving		Form Awareness of natural and man-made forms to shape and form from direct observation (malleable and rigid materials) decorative techniques Replicate patterns and textures in a 3-D form Printing Print with a growing range of objects Identify the different types of printing Pattern Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning natural and manmade patterns	
<b>DT</b>	Castles: Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.		Bread making Understand where food comes from Use food equipment safely  Make own island vehicle Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products		Chinese food tasting: Understand where food comes from  Smoothies Use the basic principles of a healthy and varied diet to prepare dishes	
<b>MUSIC</b>	Charanga – Hands, Feet, Heart	Animals: Pitch	Our Land: Exploring sound	Our Bodies: Beat	Storytime: Exploring sounds	Travel: Performance
<b>COMPUTING</b>	Coding	Online Safety	Spreadsheets	Questioning	Effective Searching	Creating Pictures
<b>PE</b>	Dance					
<b>RE</b>	What did Jesus teach?	Jesus as a gift from God	The Covenant	Easter – Resurrection	Community and Belonging	Rites of passage – how do Jewish people show their commitment to God?
<b>PSHCE</b>	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me (Sex Education)
<b>OTHER</b>	Debate: gender equality		Debate: Slavery			