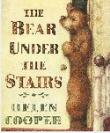
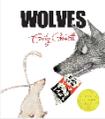
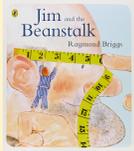
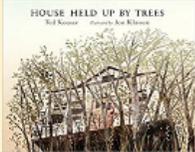
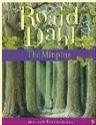
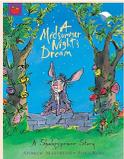


# Year 2 2022-2023



| YEAR 2                              | Term 1<br>(7 weeks)  | Term 2<br>(7 weeks)  | Term 3<br>(6 weeks)   | Term 4<br>(6 weeks)  | Term 5<br>(6 weeks)  | Term 6<br>(7 weeks)   |
|-------------------------------------|--|--|---|--|--|---|
| <p><b>English Literacy Tree</b></p> | <p>The Journey Home by Frann Preston-Gannon<br/>3 weeks</p>  <p>The Great Fire of London by Emma Adams and James Weston Lewis<br/>2 weeks</p>  <p>The Owl and the Pussy-Cat by Edward Lear and Charlotte Voake<br/>2 weeks</p> | <p>The Goldilocks Project: Goldilocks and the three Bears by Lauren Child<br/>You and Me by Anthony Browne &amp; Goldilocks<br/>Just the One Bear by Leigh Hodgkinson<br/>4 weeks</p>    <p>Shakespeare - A Midsummer Night's Dream 3 weeks</p> | <p>The Bear under the Stairs by Helen Cooper<br/>3 weeks</p>  <p>Rosie Revere, Engineer by Andrea Beatty and David Roberts<br/>3 weeks</p>  | <p>Tadpole's Promise by Jeanne Willis and Tony Ross<br/>3 weeks</p>  <p>Wolves by Emily Gravett<br/>3 weeks</p>  | <p>Ocean Meets Sky by Eric Fan and Terry Fan<br/>3 weeks</p>  <p>Jim and the Beanstalk Raymond Briggs<br/>3 weeks</p>  | <p>House Held Up by Trees by Ted Kooser and Jon Klassen<br/>3 weeks</p>  <p>The Minpins by Roald Dahl and Patrick Benson<br/>3 weeks</p>  |

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| <b>Handwriting<br/>Letter-join</b> | Letter-join<br>Letter families, high frequency words, joining practice, sequencing sentences and dictation exercises   |   | Letter-join<br>Dictation exercises, high frequency words, 2,5 and 10 times table facts, SPaG practice   |  | Letter-join<br>Dictation, number writing  |  |
| <b>Speaking<br/>and Listening</b>  | Performance – Shakespeare – Midsummer Night's Dream  |   | Persuasion:<br>DRAGON'S DEN (DT link)<br><br><i>I think that my winding mechanism would be most effective because .....</i>   |  | Debate:<br><br>Examples-<br>This house believes that zoos should be banned.   |  |
| <b>Maths<br/>White Rose</b>        | Number: Place Value 3 weeks<br>Number: Addition and subtraction 5 weeks<br>Measurement: Money 2 weeks<br>Number: Multiplication and Division 2 weeks<br>Consolidation: 2 weeks |   | Number: Multiplication and Division 2 weeks<br>Statistics 2 weeks<br>Number: Fractions 3 weeks<br>Geometry: Properties of shape 3 weeks<br>Length and height 1 week<br>Consolidation 1 week |  | Measurement: Time 2 weeks<br>Geometry: Position and Direction 3 weeks<br>Problem solving and efficient methods 2 weeks<br>Measurement: mass, capacity and temperature 3 weeks<br>Investigations and consolidation 2 weeks |  |
|                                    | <b>TERMS 1 AND 2 - Journeys</b>  |   | <b>TERMS 3 AND 4 – What a Wonderful World</b>   |  | <b>Terms 5 AND 6 -</b>  |  |
|                                    | <b>Journey down a river – 2 WEEKS</b><br><br><b>Journey through time –</b>   | <b>Journey through time - The Great Fire of London – 4 WEEKS</b>                  | <b>Sustainable development goal – Life on land (Worldwide) – 12 WEEKS</b>   |  | <b>London and beyond – 13 WEEKS</b>   |  |

|                | <b>The Great Fire of London – 5 WEEKS</b>   | <b>Shakespeare – The Tempest – 3 WEEKS</b>  |  |  |  |
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| <b>Science</b> | <p><b>Uses of everyday materials</b></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><b>Living things and their habitats</b></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 micro-habitats</p> <p>describe how animals obtain their food from plants and other animals, using the idea of a simple food</p> | <p><b>Animals including humans</b></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>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> | <p><b>Plants</b></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> |  |

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|                     |   | chain, and identify and name different sources of food   |  |  |   |  |
|                     | <b>Scientist focus: Dr Pearl Agyakwa (Materials scientist who studies why some materials wear out and other don't)</b>  | <b>Scientist focus: Michael Werikhe (conservationist) Jane Goodall (primatologist) Charles Darwin (naturalist, geologist and biologist)</b>  | <b>Scientist focus: Maria Sibylla Merian (artist, scientific illustrator, and naturalist)</b>                      | <b>Scientist focus: Angie Burnett (Plant Biologist who grows plants and sees how they react to different conditions that make it more difficult for them to grow)</b>  |   |  |
| <b>Gardening</b>    | September/October - Sow salad leaves (windowsill) Harvest = 4-6 weeks   | Jan – Prepare ground and cover raised beds to suppress weeds<br>January – Sow strawberries (greenhouse)<br>March – April – Sow carrots (beds)  |  | June/July - Harvest carrots (beds)<br>July - Harvest strawberries (greenhouse)   |   |  |
| <b>History</b>      | School theme: civilisation - destruction and transformation<br>Events beyond living memory that are significant nationally or globally- The Great Fire of London  | School theme: Civilisation - destruction and transformation<br><br>The lives of significant individuals in the past – comparing aspects of life in different periods<br><br>Charles Darwin, Michael Werikhe, Jane Goodall and Maria Sibylla Meriam |  |  |   |  |
| <b>Geography</b>    | 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.<br>Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. |  |  | 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 – <i>India</i><br>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. |   |  |
| <b>PSHCE Jigsaw</b> | <u>Being me in my world</u><br>Hopes and fears for the year<br>Rights and responsibilities  | <u>Celebrating difference</u><br>Assumptions and stereotypes about gender<br>Understanding bullying  | <u>Dreams and goals</u><br>Achieving realistic goals<br>Perseverance<br>Learning strengths<br>Learning with others | <u>Healthy me</u><br>Motivation<br>Healthier choices<br>Relaxation<br>Healthy Eating and   | <u>Relationships</u><br>Different types of family<br>Physical contact boundaries<br>friendship and conflict | <u>Changing me</u><br>Life cycles in nature<br>Growing from young to old<br>Increasing |

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|                | Rewards and consequences<br>Safe and fair learning environment<br>Valuing contributions<br>Choices<br>Recognising feelings  | Standing up for self and others<br>Making new friends<br>Gender diversity<br>Celebrating difference and remaining friends  | Group cooperation<br>Contributing and sharing success  | nutrition<br>Healthier snacks and sharing food  | Secrets<br>Trust and appreciation<br>Expressing appreciation for special relationships  | independence<br>Differences in female and male bodies (correct terminology)<br>Assertiveness<br>Preparing for transition  |
| <b>RE</b>      | Leaders and Teachers  | Christmas Celebrations   | Who was Buddha?  | Why is the Torah special?   | Christian Rites of Passage  | What do Sikhs Believe   |
| <b>Art</b>     | Painting (1 week)<br>Spotlight on the artist:<br>Artists inspired by water:<br>Claude Monet (Thames paintings)<br> | Collage (6 weeks)<br>Spotlight on the Art:<br>Blaze of Glory by David Best<br><br>The Great Fire of London | Photography (1 week)<br>Spotlight on the Art:<br>World Wildlife photographer of the year winner (change annually)<br> | Printing (6 weeks)<br>Spotlight on the artist:<br>Maria Sibylla Merian<br>   | Drawing (6 weeks)<br>Spotlight on the Art<br>Tiger in a tropical storm by Henry Rousseau<br><br>Use 'Super Power of Looking' BBC Teach | 3D (1 week)<br>Spotlight on the artist:<br>Bharti Ker – An absence of assignable cause<br> |
|                |   |  | Spotlight on London Architecture:<br>Tower Bridge<br>   | Spotlight on London Architecture:<br>The Glasshouse – Kew Gardens + Sky Garden<br>  |   |   |
| <b>Music</b>   | <b>Multitrax Sing</b>   | <b>Multitrax Sing</b>  | <b>Multitrax Sing</b>  | <b>Multitrax Sing</b>   | <b>Multitrax Sing</b>   | <b>Multitrax Sing</b>   |
| <b>D&amp;T</b> | Cooking and Nutrition   |  | Winding Mechanisms   |   | Structures  |   |

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|  | <p>Link: The Goldilocks Project (Literacy Tree) - Design, make and evaluate an alternative, healthy, fruit based breakfast for Goldilocks</p> <p>Know that food has to be farmed, grown elsewhere (e.g. home) or caught.<br/>Understand how to name and sort foods into the five groups.<br/>Begin to use techniques such as cutting, peeling and grating.</p> |   | <p><b>Big question: How can we deliver food to rhinos who are suffering habitat loss?</b></p> <p>Design, make and evaluate a system which will deliver food to rhinos.</p> |  | <p>Link: Plants - Design, make and evaluate a structure that will help a plan to grow.</p> <p>Begin to build structures with some independence exploring how they can be made stronger, stiffer and more stable</p> |   |
| <b>Computing</b>                       | Computing systems and networks   | Creating media  | Programming A  | Data and information   | Creating media  | Programming B   |
|  | <p><b>Information technology around us</b></p> <p>Identifying IT and how its responsible use improves our world in school and beyond.</p>  | <p><b>Digital photography</b></p> <p>Capturing and changing digital photographs for different purposes.</p> | <p><b>Robot algorithms</b></p> <p>Creating and debugging programs, and using logical reasoning to make predictions.</p>  | <p><b>Pictograms</b></p> <p>Collecting data in tally charts and using attributes to organise and present data on a computer.</p> | <p><b>Making music</b></p> <p>Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.</p>  | <p><b>Programming quizzes</b></p> <p>Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz</p> |
| <b>PE (outdoor)<br/>Moving Matters</b> | Tennis   | Hockey  | Athletics  | Athletics  | Tag Rugby   | Football  |
| <b>PE (indoor)<br/>Moving Matters</b>  | Fundamentals   | Multi skills  | Dance  | Gymnastics - Benchmark (both classes)  | Fundamentals  | Netball   |
| <b>Trips</b>                           | In school enrichment - London Fire Brigade   | Thames river trip + Pudding Lane and The Monument   | Tower Bridge - Rosie Revere experience   | <p>In school enrichment - animals discovery</p> <p>Out of school enrichment – Visit to synagogue</p>                             |   | Out of school enrichment – Beach visit (coach required)   |