

Year Two	Autumn Term		Spring Term	Summer Term	
<b>Science</b>	<p><b><u>Habitats</u></b> Children will consider the life processes that all living things have in common and classify objects into alive, was once alive or has never been alive. They will explore global habitats, naming plants and animals that can be found there and learn how a range of different living things depend on each other for food or shelter.</p>	<p><b><u>Microhabitats</u></b> Children will develop their understanding of scientific enquiry and learn that scientists use a range of skills to answer questions. They will discover that microhabitats provide what minibeasts need to survive and carry out a survey to find out where different minibeasts live in the school grounds. Children will also explore the job role of a botanist by identifying flowering plants.</p>	<p><b><u>Uses of everyday materials</u></b> Children will reflect on their knowledge of different materials and begin to explain why materials are used in certain contexts. They will develop enquiry skills to investigate the properties of materials and explore the science of inventing new ones.</p>	<p><b><u>Life cycles and health</u></b> Children will study the life cycles of various animals, learn what animals need to survive and how they change over time. They will collect data that allows them to observe changes in their peers, while also developing their ability to take measurements and record data. They will also consider the role of expert scientific knowledge in careers that inform people to make healthy choices.</p>	<p><b><u>Plant growth</u></b> Children will use their prior knowledge of important plant structures to explain what factors are needed for successful growth and compare how those needs vary across different plants. They will grow plants from seeds and bulbs to ascertain the needs for initial development and compare this to the survival needs of plants in later growth phases.</p>
<b>Design Technology</b>	<p><b><u>Structures: Baby Bear's Chair</u></b> Children will use the tale of Goldilocks and the Three Bears as inspiration; children will help Baby Bear by making him a brand new chair. When designing the chair, they will consider his needs and what he likes and explore ways of building it so that it is strong.</p>		<p><b><u>Mechanisms: Making a Moving Monster</u></b> Children will design a monster which will move using a linkage mechanism. They will learn the terms, pivot, lever and linkage. Children will practise making linkages of different types and varying the materials they use to bring their monsters to life.</p>	<p><b><u>Mechanisms: Fairground Wheel</u></b> Children will design and create their own Ferris wheels, considering how the different components fit together so that the wheels rotate, and the structures stand freely. They will select appropriate materials and develop their cutting and joining skills.</p>	
<b>Art and Design</b>	<p><b><u>Craft and Design: Map It Out</u></b> Children will respond to a design brief; they will create a piece of art that represents their local area using a map as their stimulus. They will learn three techniques for working creatively with materials and at the end of the project, evaluate</p>		<p><b><u>Painting and Mixed Media: Life in Colour</u></b> Taking inspiration from the collage work of artist Romare Bearden, children will consolidate their knowledge of colour mixing and create textures in paint using different tools. They will create their own painted paper in the style of</p>	<p><b><u>Sculpture and 3D: Clay Houses</u></b> Children will develop their ability to work with clay; children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as</p>	

	their design ideas, choosing the best to meet the brief.		Bearden and use it in a collage, linked to a theme suited to their topic or classwork.		cutting, shaping, joining and impressing into clay.	
<b>Geography</b>	<p><b><u>Hot and Cold Places</u></b> Children will be introduced to the basic concept of climate zones and mapping out hot and cold places globally. They will compare features in the North and South Poles and Kenya, as well as in the local area. They will learn the four compass points and the names and location of the seven continents.</p>		<p><b><u>The World</u></b> Children will identify the features and major characteristics of the UK before learning about some of the amazing places in the world. They will name the oceans and locate these on a world map. Children will also consider what is unique about the natural habitats in their locality and use fieldwork to investigate and present this.</p>		<p><b><u>Coasts</u></b> Children will name and locate continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children will learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.</p>	
<b>History</b>	<p><b><u>Monarchs</u></b> Children will find out about the role of a monarch. They will investigate how William the Conqueror became King and learn how he used castles to rule. They will learn about different types of castles and how these evolved.</p>		<p><b><u>History Of Flight</u></b> Children will develop their knowledge of events beyond living memory and reinforce their chronological understanding by looking at significant events in the history of flight on a timeline. Children will learn about individuals who contributed to the history of flight.</p>		<p><b><u>Schools In The Past</u></b> Children will find out that schools have been in the locality for a long time, but they have not always been the same. Children will look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</p>	
<b>RE Links to the 24 Dispositions</b>	<p><b><u>Living by rules</u></b> Prayer - ritual cleansing Tying the turban (Wudu) The Torah, giving of the law, the purpose of the commands (Mitzvah) Jesus' key teaching about the law The Golden Rule Shahadah and Salah</p> <p><b><u>Being Temperate, Self Disciplined and Seeking Contentment</u></b></p>	<p><b><u>Responding to suffering</u></b> The story of Jairus' daughter The work of Birmingham City Mission The Prophet's use of miracles The work of Islamic Relief</p> <p><b><u>Sharing and Being Generous</u></b></p>	<p><b><u>Creating Unity and Harmony</u></b> God as unifying Creator The story of the Good Samaritan Langar Hajj and wearing Ihram Commonalities of human beings</p> <p><b><u>Participating and Willing to Lead</u></b></p>	<p><b><u>Caring for Others, Animals and the Environment</u></b> The Japji Sahib The starfish on the beach story</p> <p><b><u>Being Merciful and Forgiving</u></b> The Parable of the Prodigal Son The parable of the unmerciful servant</p>	<p><b><u>Being Attentive to the sacred as well as the precious</u></b> The importance of quiet reflection</p> <p><b><u>Being Reflective and Self Critical</u></b> The story of Zacchaeus The story of the speck and the plank</p>	<p><b><u>Being Imaginative and Exploratory</u></b> The oneness of God God in many forms 99 names of Allah Imagery to describe God Exploration</p> <p><b><u>Appreciating Beauty Praising God</u></b> The story of Bilal and the call to prayer The Adhan</p>

	The story of Cain and Abel Fasting during Lent Sawm- fasting during Ramadan	Christmas - the giving of presents Prophet Isa	The importance of individual participation		Prophet Muhammad and influencing others The story of the man in Madinah
<b>Skills Builder</b>	<b><u>Going Green</u></b> In this unit children will learn about why looking after the planet is so important and explore the different ways that people can protect the environment and create a campaign to encourage the school to be greener. <b><u>Essential Skills</u></b> Listening, Presenting and Problem Solving	<b><u>Community Cafe</u></b> In this unit children will explore how they can help the school community by organising and running their own in-school café. <b><u>Essential Skills</u></b> Creativity, Leadership and Teamwork		<b><u>Dream Space</u></b> In this unit children use their creative skills to plan and redesign an area of their dream school. <b><u>Essential Skills</u></b> Creativity, Staying Positive and Aiming High	
<b>Relationship and Health Education</b>	<b><u>Me and My Family</u></b> Children will learn about the different ways that families and individual members care for each other. They will describe their families and learn how families may be different and how families love and care about each other. They will learn to be kind and respectful towards people who are different from them. Children will be able to recognise safe and unsafe situations, recognising the physical signs of being unsafe. They will learn what to do if feeling unsafe while on technology (online). Children will learn to name and recognise a range of emotions and feelings and how to express them in an appropriate way. They will learn of the different people who can help them.				
<b>Paths</b>	<b><u>Unit 1: Establishing a Positive Classroom Environment</u></b> Children will learn about the importance of classroom rules. They will further develop their ability to compliment themselves and others. <b><u>Unit 2: Introduction to Feelings</u></b> Children will further embed their understanding of happy, sad, excited and tired feelings. They will learn that feelings can be 'private'. <b><u>Unit 3: Feelings and Behaviours</u></b> Children will further embed and extend their understanding of the feelings of scared/afraid, cross/angry and be introduced to the feeling of 'safe'. <b><u>Unit 4: Self-control and Anger Management</u></b> Children will further embed their anger management strategies learned in the previous year and their self-control. They move on from	<b><u>Unit 5: Anger Management and Problem Solving</u></b> Children learn about discussing together to solve a problem, they are given different roles within a group: leader, recorder, collector, reporter, timekeeper and motivator. They will learn how to discuss a problem and come up with several suggestions as to how it might be resolved. They learn a new feeling of surprised and develop further the idea of privacy. <b><u>Unit 6: Friendship and Feeling Lonely</u></b> Children will learn how they can make friends and how they can be a good friend. They will learn about new feelings; lonely, shy and embarrassed. They practice problem solving. <b><u>Unit 7: Manners and Listening to Others</u></b> Children will learn about the difference between actions done by accident and on purpose and the		<b><u>Unit 8: Feelings/Emotions/Behaviours</u></b> Children will learn new feelings; curious, interested, bored, proud, ashamed, frustrated, hopeful and disappointed.	

	doing 'Turtle' to using a traffic light system of red-stop and calm down and say how you feel, amber-think of a plan to solve your problem, green-try out the plan and evaluate it.		importance of understanding the motivation of the other person when judging an action. They will learn about the importance of good manners, fair play rules, and listening to others.			
<b>Music</b>	<u><b>Traditional Stories</b></u> Children will learn how to describe music. They will listen to and analyse music from traditional stories such as Red Riding Hood	<u><b>Animals</b></u> Children will create short sequences of sound to represent a safari. They will learn a traditional song from Ghana. Children will learn call and response.	<u><b>Musical Me</b></u> Children will learn to sing a melody while playing an instrument in time, describing the dynamics and timbre of their pieces. They will create a melody and play it back.	<u><b>Space</b></u> Children will create a short sequence of sounds to represent a journey into space. They will compare two pieces of music.	<u><b>On This Island</b></u> Children will learn about the music of the British Isles. They will learn to sing, play and follow instructions to perform as a group.	<u><b>Myths and Legends</b></u> Children will compose and perform music with several layers to represent stories such as George and The Dragon.
<b>Computing</b>	<u><b>Coding (CS)</b></u> Children will understand what algorithms are. They will create and debug simple programs and use logical reasoning to predict the behaviour of simple programs. <u><b>Online Safety (DL)</b></u> Children will 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. <u><b>Spreadsheet (IT)</b></u> Children will use technology purposefully to create, organise, store, manipulate and retrieve content.		<u><b>Questioning (IT)</b></u> Children will use technology purposefully to retrieve digital content.  <u><b>Effective Searching (IT/DL)</b></u> Children will recognise common uses of information technology beyond school. They will use technology to purposefully retrieve digital content.		<u><b>Creating Pictures (IT)</b></u> Children will use technology purposefully to create, organise, store, manipulate and retrieve digital content. <u><b>Making Music (IT)</b></u> Children will use technology purposefully to create, organise, store, manipulate and retrieve digital content. <u><b>Presenting Ideas (IT)</b></u> Children will use technology purposefully to create, organise, store, manipulate and retrieve digital content.	
<b>PE</b>	<u><b>Fundamentals</b></u> Children will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. <u><b>Ball Skills</b></u> Children will develop their fundamental ball skills	<u><b>Dance</b></u> Children will explore space and how their body can move to express feelings. <u><b>Sending and Receiving</b></u> Children will further develop their sending and receiving skills:	<u><b>Gymnastics</b></u> Children will develop skills of jumping, rolling, balancing, and travelling to create short sequences. <u><b>OAA</b></u> Children will learn to use a map to navigate their way around the school	<u><b>Yoga</b></u> Children will learn repeating yoga poses and techniques. They will build strength, flexibility and balance. <u><b>Invasion</b></u> Children develop the basic skills required	<u><b>Fitness</b></u> Children will begin to understand different areas of fitness. <u><b>Athletics</b></u> Children will develop skills required in athletic activities such as running at different speeds.	<u><b>Net and wall</b></u> Children will develop throwing, catching and racket skills. They will learn to play against an opponent. <u><b>Striking and fielding</b></u> Children will learn skills including throwing, catching,

	such as throwing and catching, rolling, hitting a target and dribbling	throwing and catching, rolling, kicking, tracking and stopping a ball.	OAA markers. They will further embed their communication skills and teamwork in solving problems.	in invasion games such as sending, receiving, and dribbling a ball. They will learn the importance of fair play.	changing direction, jumping and throwing.	stopping a rolling ball, retrieving and striking a ball. They learn how to score points and how to use simple tactics.
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