

Year 2	Autumn 1 Great Fire of London	Autumn 2 China	Spring 1 Mother Nature	Spring 2 Katie Morag (visiting UK localities)	Summer 1 Florence Nightingale	Summer 2 Seaside (geography focussed)
Maths						
Literacy						
History	<p>Main focus – events beyond living memory that are significant nationally</p> <p>Key objectives –</p> <ul style="list-style-type: none"> To know where the Great Fire broke out To know when the fire happened To describe the hairstyle and clothes of some of the main people involved in the story -Charles II and Samuel Pepys To recognise that they lived 'a very long time ago' To place the event on a time line, showing periods in the history of England To know why the fire broke out To know about the main events of the fire To know about the results of the fire To talk about what happened in the story To sequence events correctly on a prepared time line To know why the fire spread so far and for so long To know what makes cities safer from great fires today To describe the key features of houses and streets in the seventeenth century To give one or more reasons 	-	-	-	<p>Compare the lives of Florence Nightingale and Edith Cavell</p> <p>Main focus – the lives of significant individuals in the past who have contributed to national and international achievements, to compare aspects of life from different periods</p> <p>Key objectives –</p> <ul style="list-style-type: none"> To identify people from the present and past who are famous To identify how people became famous To infer information from pictures of the past To recognise similarities and differences between what people wear today and what people wore a long time ago To learn about the life of famous people from the past and why they acted as they did To infer information from a written or visual account of a person's life To locate the sites of historical events on a map To use pictures to help them ask and answer questions about Florence 	<p>Changes within living memory- seashores in the past</p> <p>Main focus – changes within and beyond living memory that reveal aspects of change in national life</p> <p>Key objectives –</p> <ul style="list-style-type: none"> To recall information from their past to answer questions about holidays To identify features associated with seaside holidays To sequence photographs into a time series of three time periods by identifying differences between present and past times To use time-related vocabulary To find out about holidays in the past from photos To distinguish between holidays in the recent and more distant past To sort information into categories that distinguishes the present from the past To recognise that some things change and others stay the same To select important information about seaside

	<p>why the fire spread quickly and why it stopped</p> <p>To know where people went for safety</p> <p>To know what an eyewitness is</p> <p>To know about the role played by artists in recording the events of the <i>Great Fire</i></p> <p>To use their knowledge and understanding of the <i>Great Fire</i> to make a representation of it</p>				<p>Nightingale and Edith Cavell</p> <p>To recount the main events in the life of famous people</p> <p>To learn about conditions in the Crimea and in Europe particularly Belgium in World War1</p> <p>To select information from pictures about conditions in the hospital in Scutari</p> <p>To learn about some of the improvements made by Florence Nightingale</p> <p>To identify some reasons for her actions</p> <p>To compare some aspects of the lives of Florence Nightingale and Edith Cavell</p> <p>To sequence events related to the life of Florence Nightingale and Edith Cavell</p> <p>To communicate and show understanding of some of the reasons why Florence Nightingale and Edith Cavell are remembered today</p>	<p>holidays in the past</p> <p>To record what they have learned by drawing and writing</p>
Geography	-	<p>Small area study to contrast with the local area Include continent/ ocean names</p> <p>Main focus – Place knowledge, locational knowledge and geographical skills and fieldwork, human and physical geography</p>	-	<p>Countries and capital cities of the UK</p> <p>Postcards from places</p> <p><u>Katie Morag's Magical island – the Isle of Coll – Katie Morag delivers the mail</u></p> <p>Main focus – Place</p>	-	<p>Mapwork and fieldwork skills</p> <p>Comparing with the local area</p> <p>Link to Southsea</p> <p>Main focus – Place knowledge, locational knowledge and geographical skills and fieldwork, human and</p>

		<p>Key objectives – <u>Locational Knowledge/Place Knowledge</u></p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area in a non-European country.</p> <p>To locate China on map, atlases and globes and using Google Earth/Google maps. To locate China in continent and to name and locate the world's seven continents – Africa, Antarctica, Asia, Australia, Europe, North America and South America To name the five oceans of the world. To compare a region of China with Basingstoke and identify similarities and differences.</p> <p><u>Geographical skills</u> To use world maps, atlases and globes to identify countries including China and the UK and continents and oceans around the world. To use simple compass directions (N-S-W-E) and locational and directional language to describe the</p>		<p>knowledge, locational knowledge and geographical skills, human and physical geography Key objectives – <u>Locational Knowledge/Place Knowledge</u></p> <p>To name the seas that surround the UK (when plotting and describing the routes the message in the bottle might have taken from Coll to the South coast) To name, locate and identify the characteristics of the four countries and the capital cities of the United Kingdom. To describe the location of the Isle of Coll. To begin to describe similarities and differences between Coll and the local area.</p> <p><u>Geographical skills and fieldwork</u> To use a simple atlas to locate the Island of Coll. To use a range of aerial pictures, maps and plans to help to locate places. To locate places using letter and number coordinates. To use simple compass directions (N-S-W-E) and locational and directional language to describe the route to Coll.</p>		<p>physical geography Key objectives – <u>Locational Knowledge/Place Knowledge</u></p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. To locate Southsea on maps of the UK and maps of Hampshire. To compare Southsea with Basingstoke and identify similarities and differences.</p> <p><u>Geographical skills and fieldwork</u> To name and locate Southsea and Basingstoke on maps of different scales. To find and interpret information from simple picture and large scale maps. To use simple compass directions (N-S-W-E) and locational and directional language to describe a route to Southsea. To use maps to plan a route to Southsea. To use simple fieldwork and observational skills to collect data and record details about features in Southsea.</p>
--	--	---	--	---	--	--

		<p>location of features and routes on a map To use aerial photographs to recognise landmarks and human and physical features in region in China. To devise a simple map of a region in China and use and construct basic symbols for a key.</p> <p><u>Human and Physical Geography</u> To identify and describe the main physical and human features of a region of China. To identify seasonal and daily weather patterns in China and relate to the position in relation to the Equator and the North and South Poles. To recognise and make observations about those features that give the region of China its character. To use geographical vocabulary (e.g. hill, river, near, far, north, south) To recognise how places are linked to other places e.g. food, toys, clothes from other countries</p>		<p>To use maps to describe a simple route between the locality of the school and the Island of Coll. To use a wide range of maps and secondary sources to help to describe the character of places. To create an annotated map to display the main features of the island of Coll. To make models, pictures, maps and plans of different types to describe the character of the Island of Coll. To use maps and atlases to identify the UK and its countries. To use a wide range of maps and secondary sources to identify and describe some of the main characteristics of the different countries of the UK.</p> <p><u>Human and Physical Geography</u> To recognise and begin to describe the features of Coll. To understand and use simple geographical terms related to the island of Coll i.e. beach, hills, lakes, mountains, islands, cliffs To recognise and begin describe how Coll is linked to other places/localities. To identify seasonal and</p>		<p>To make simple picture maps of Southsea. To use old maps and secondary sources i.e. photos of seaside in past, information books, artefacts, and photos to identify changes to Southsea over time. To use and interpret aerial photos and maps to compare Southsea with Basingstoke.</p> <p><u>Human and Physical Geography</u> To use geographical vocabulary to describe the key physical and human features of Southsea i.e. seaside, beach, weather, countryside, town, holiday, features, buildings, pier.</p>
--	--	---	--	--	--	--

				<p>daily weather patterns in the UK.</p> <p>To identify the key physical features of England, Scotland, Ireland and Wales.</p> <p>To identify the key human features of the countries of the UK.</p>		
Science	<p>Materials (Uses of materials) Refer National Curriculum for topic objectives. Working Scientifically:</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely using simple equipment. • Performing simple tests. • Identifying and classifying. • Using their observations and ideas to suggest answers to questions. • Gathering and recording data to help in answering questions. 	-	<p>Plants Refer National Curriculum for topic objectives. Working Scientifically:</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely using simple equipment. • Performing simple tests. • Identifying and classifying. • Using their observations and ideas to suggest answers to questions. • Gathering and recording data to help in answering questions. 	<p>Living things and their habitats Refer National Curriculum for topic objectives. Working Scientifically:</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely using simple equipment. • Performing simple tests. • Identifying and classifying. • Using their observations and ideas to suggest answers to questions. • Gathering and recording data to help in answering questions. 	<p>Animals (including humans) Refer National Curriculum for topic objectives. Working Scientifically:</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Identifying and classifying. • Using their observations and ideas to suggest answers to questions. 	-
Computing	E-Safety (introductions and review)- Digital leaders will present a quiz to the class that will lead	Animation (Chinese Zodiac) <ul style="list-style-type: none"> • use applications to 	Beebots/ Roamers and Logo <ul style="list-style-type: none"> • understand that 	Powerpoint <ul style="list-style-type: none"> • use applications to sort and organise 	Word <ul style="list-style-type: none"> • use applications to sort and organise 	Lego andScratch <ul style="list-style-type: none"> • understand that an algorithm is the plan

	<p>to discussion and agreement of e-safety dos and don'ts that will be handed in for whole school collation.</p> <p>Begin to be aware of Internet safety rules.</p> <p>Dazzle</p> <ul style="list-style-type: none"> record and edit their ideas in pictorial formats <p>Understanding the digital world</p> <ul style="list-style-type: none"> talk about their use of ICT and describe how they use ICT to develop their work be able to identify and discuss the use of technology in their locality and the wider world. 	<p>sort and organise information and present it in different forms;</p> <ul style="list-style-type: none"> record and edit their ideas in textual, audio and pictorial formats share their work with others 	<p>an algorithm is the plan of the steps you have to go through to solve a problem;</p> <ul style="list-style-type: none"> develop algorithms to solve problems; use algorithms to create programs to control devices such as programmable robots to solve problems; test their programs and debug (fix errors); Explore different programs and predict what they will do <p>Databases</p> <ul style="list-style-type: none"> use applications to sort and organise information and present it in different forms 	<p>information and present it in different forms;</p> <ul style="list-style-type: none"> record and edit their ideas in textual, audio and pictorial formats share their work with others <p>Sound</p> <ul style="list-style-type: none"> record and edit their ideas in audio formats 	<p>information and present it in different forms;</p> <ul style="list-style-type: none"> record and edit their ideas in textual and pictorial formats 	<p>of the steps you have to go through to solve a problem;</p> <ul style="list-style-type: none"> develop algorithms to solve problems; use algorithms to create programs to control devices such as programmable robots to solve problems; test their programs and debug (fix errors); Explore different programs and predict what they will do
DT	<p>Food – Preparing Fruit and Vegetables</p> <p>Prior learning</p> <ul style="list-style-type: none"> Experience of common fruit and vegetables, 	<p>Textiles – Templates and joining techniques.</p> <p>Prior learning</p> <ul style="list-style-type: none"> Explored and used different fabrics. 		<p>Mechanisms – Wheels and Axles</p> <p>Prior learning</p> <ul style="list-style-type: none"> Assembled vehicles with moving wheels using 		

<p>undertaking sensory activities i.e. appearance taste and smell.</p> <ul style="list-style-type: none"> • Experience of cutting soft fruit and vegetables using appropriate utensils. <p>Designing</p> <ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. <p>Making</p> <ul style="list-style-type: none"> • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. <p>Evaluating</p> <ul style="list-style-type: none"> • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand where a range of fruit and vegetables come from e.g. farmed or 	<ul style="list-style-type: none"> • Cut and joined fabrics with simple techniques. • Thought about the user and purpose of products. <p>Designing</p> <ul style="list-style-type: none"> • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. <p>Making</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand how simple 3-D textile products are made, using a template to create 			<p>construction kits.</p> <ul style="list-style-type: none"> • Explore moving vehicles through play. • Gained some experience of designing, making and evaluating products for a specified user and purpose. • Developed some cutting, joining and finishing skills with card. <p>Designing</p> <ul style="list-style-type: none"> • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups. <p>Making</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria. <p>Technical knowledge and</p>		
--	--	--	--	---	--	--

	<p>grown at home.</p> <ul style="list-style-type: none"> Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The eatwell plate</i>. Know and use technical and sensory vocabulary relevant to the project. 	<p>two identical shapes.</p> <ul style="list-style-type: none"> Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. Know and use technical vocabulary relevant to the project. 		<p>understanding</p> <ul style="list-style-type: none"> Explore and use wheels, axles and axle holders. Distinguish between fixed and freely moving axles. Know and use technical vocabulary relevant to the project. 		
Art and design	<p>Mixing colours Artist?</p> <p>LOWRY</p> <p>To recognise and name primary, secondary and most tertiary colours.</p> <p>To develop their painting skills regularly, at least once per half term.</p> <p>To draw or paint through observation at least once per half term.</p>	<p>Sketching- dragon art Artist?</p> <p>To use, recognise and describe lines, patterns, textures and basic shapes in their work and the work of artists.</p> <p>To practise and develop the skills of drawing very frequently, including illustrations for other subject areas.</p> <p>To draw or paint through observation at least once per half term.</p>	<p>Natural material Georgia O’Keeffe Chosen media</p>	<p>Collage Artist?</p> <p>To cut straight and curved lines from a range of materials with some accuracy.</p> <p>To tear paper into strips and shapes, with some accuracy.</p> <p>To apply adhesive sparingly and stick shapes down accurately.</p> <p>To classify materials into colours and surface textures.</p>	<p>Portraits Artist?</p> <p>To use, recognise and describe lines, patterns, textures and basic shapes in their work and the work of artists.</p> <p>To practise and develop the skills of drawing very frequently, including illustrations for other subject areas.</p> <p>To draw or paint through observation at least once per half term.</p> <p>To work from the human figure.</p>	<p>Sculptures Marbling Artist?</p> <p>To mould malleable materials, eg. dough or clay, to create shapes which can be combined to make objects.</p> <p>To follow instructions to assemble and dis-assemble a range of construction kits to build specific objects.</p> <p>To build junk models and prepare them for painting and decorating by covering them with layers of paper.</p> <p>To use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials.</p> <p>To fold, pleat and cut paper and thin card of varying thicknesses.</p>
<p><u>In All Art Areas (KS1)</u></p> <p><i>To collect and develop information as sketches and drawings prior to a final piece of work.</i></p> <p><i>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</i></p> <p><i>To learn to use a range of materials creatively to design and make products.</i></p> <p><i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i></p> <p><i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i></p> <p><i>To recognise and name primary, secondary and most tertiary colours.</i></p> <p><i>Care for tools and materials, use them correctly, clean them after use and store them away.</i></p> <p><i>To use photographs as resources for the current work without becoming reliant on them.</i></p>						

	<p><i>Use the computer in support of their work.</i> <i>To follow instructions.</i> <i>To work safely with new tools, materials and processes.</i></p>					
<i>Music</i>						
<i>PA</i>						
<p><i>PSHE/SEAL</i></p> <p><i>See SEAL booklets for planning objs</i></p> <p><i>See PSHE units of work for objs</i></p>	<p><i>New beginnings</i></p> <p><i>Who is in charge?</i></p>	<p><i>Getting on and falling out</i></p> <p><i>Say “No” to bullying (Nov)</i></p> <p><i>Celebrations and recognising differences</i></p>	<p><i>Going for goals</i></p> <p><i>Taking charge</i></p>	<p>E-safety – digital footprint and ‘stranger danger’</p> <p>Use technology safely and respectfully, keeping personal information private, understanding that ‘stranger danger’ rules still apply online</p> <p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies and know that message etc put on the internet form a ‘digital footprint’ that stays forever</p> <p>To understand the term ‘cyberbullying’</p> <p>Use ICT safely to explore digital and online resources to find information and answer</p>	<p><i>Good to be me</i></p> <p><i>My body is important</i></p>	<p><i>Changes</i></p> <p><i>Looking forward to KS2</i></p>

				<p>questions with support and guidance (choosing appropriate websites)</p> <p><i>Relationships</i></p> <p>Changing Friendships</p>		
RRR	<p>RRR Puzzle Challenge – creating class charter</p> <p>Great Fire of London – keeping safe in activities, right to an education</p>	Respecting the customs of the Chinese people	Mother Nature – right to a clean environment (24)	The Explorer Challenge – right to sharing information on the island of Coll (13)	Florence Nightingale – what were the opinions of Florence? Right to a clean environment (24), protecting the soldiers/nurses rights (32)	Seaside - 24, 28, 29, 31
FAB	Bread as a Symbol (Harvest)	Symbol of Light (Advent and Divali)	Remembering (Holi- spring Hindu festival)	Welcoming (Palm Sunday)	Protection Raksha Brandan (Hindu Festival- August)	Precious (Water)