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| Year 2 | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| **1** | **2** | **1** | **2** | **1** | **2** |
| **Quest topics** | **Animals, habitats and food chains**  **Space, night-time and nocturnal animals** | **The Gunpowder Plot (mini topic)**  **Dinosaurs**  **How did the Victorians celebrate Christmas?** | **The Great Fire of London** | **Everyday Materials** | **Plants** | **All Around the World; Tiverton, Britain and beyond.**  **Health and Exercise** |
| **English/ Phonics/ Handwriting** | **Phonics**  We follow the Spell It programme, where children develop their phonics knowledge through a range of activities. The focus for this programme is increasing accuracy in spelling.  **Grammar**  Children are taught grammar both within their English lessons, and discretely.  **Handwriting**  We are teaching the children the cursive handwriting style. Children are developing their pencil control as well as learning how to form letters correctly.  **Augustus and His Smile**  **Link to Science**  This story ties in with the previous learning related to the Animal topic. Children learn and remember parts of the original story to enable them to plan and write their own section of the story.  Through this narrative block of work, children are taught about verbs. They widen their vocabulary by using verbs from within the text, and think of their own suitable verbs to describe an animal’s movement. Children will then write their own story, by creating their own character.  **The Dog’s Trust leaflet**  **Link to Science**  In the Autumn Term, a representative from the Dog’s Trust will visit the school, and deliver a workshop to teach the children how to be responsible dog owners. After the workshop, the children will create an information leaflet, using the facts that they have learned.  **A Badger Fact File**  **Link to Science**  Throughout our learning about nocturnal animals, the children will learn all about the features of a badger and how they have adapted to being nocturnal. They will then create their own fact file, using the facts that they have learned.  **Adaptation fact sheets, Polar and Desert animals**  **Link to Science**  As part of our learning about animals, the children will find out about the extreme habitats of the world, including the polar and desert regions. They will then find out how animals from these habitats have adapted to survive. They will write their own fact sheets to demonstrate their learning. | **Phonics**  We follow the Spell It programme, where children develop their phonics knowledge through a range of activities. The focus for this programme is increasing accuracy in spelling.  **Grammar**  Children are taught grammar both within their English lessons, and discretely.  **Handwriting**  We are teaching the children the cursive handwriting style. Children are developing their pencil control as well as learning how to form letters correctly.  **The Gunpowder Plot**  **Link to British Values**  The children will be taken back in time to 1605, where they will find out all about Guy Fawkes, and his infamous plot to assassinate James the First. They will find out all the historical facts, and write their own account of events, using pictures to support their learning. This important event from British history develops the children’s understanding of historical contexts, monarchy and democracy.  **Writing relating to the Dinosaurs topic:**  **Dinosaur Factsheet**  **Link to Science**  Children will research facts about a dinosaur of their choosing, and will present this information as a factsheet. They will also label a picture of their chosen dinosaur, using noun phrases to add extra detail.  **Fossil Formation sequencing**  **Link to Science**  The children will learn how fossils are formed, and will write their own step by step guide relating to this process.  **Dinosaur Extinction booklet**  **Link to Science**  After learning about the events that led the dinosaurs becoming extinct, the children will make their own extinction booklet. | **Phonics**  We follow the Spell It programme, where children develop their phonics knowledge through a range of activities. The focus for this programme is increasing accuracy in spelling.  **Grammar**  Children are taught grammar both within their English lessons, and discretely.  **Handwriting**  We are teaching the children the cursive handwriting style. Children are developing their pencil control as well as learning how to form letters correctly.  **Non Fiction: Great Fire of London diary writing.**  Children will be fully immersed in this fascinating History topic, through Quest and English learning.  Developing their understanding of chronology, the children will be transported back to the year of 1666, where they will learn all about The Great Fire of London, the causes of the fire and the consequences for London resulting from this important event. They will study Samuel Pepys’ diary of the time, and learn about the key features of diary writing. The children will then write their own diary entry, imagining themselves as being present in the time of this historical event.  **Link to History** | **Phonics**  We follow the Spell It programme, where children develop their phonics knowledge through a range of activities. The focus for this programme is increasing accuracy in spelling.  **Grammar**  Children are taught grammar both within their English lessons, and discretely.  **Handwriting**  We are teaching the children the cursive handwriting style. Children are developing their pencil control as well as learning how to form letters correctly.  **Narrative: No Bot the Robot who lost his bottom.**  Within this fun text, the children will create their own stories that involve a character losing something important to them. They will also look closely at the different punctuation marks that authors use in their writing.  **Writing related to the Everyday Materials topic:**  **Link to Science**  Children will develop their investigative skills. They will work in groups to find the most suitable material to use for a coat, using their knowledge of materials and their properties. In this investigation, they will learn about the need to conduct a fair test. Children will write up each part of their experiment, including a prediction and evaluation. | **Phonics**  We follow the Spell It programme, where children develop their phonics knowledge through a range of activities. The focus for this programme is increasing accuracy in spelling.  **Grammar**  Children are taught grammar both within their English lessons, and discretely.  **Handwriting**  We are teaching the children the cursive handwriting style. Children are developing their pencil control as well as learning how to form letters correctly.  **Fiction: Previously**  Within this fun text, children will learn how to write a traditional tale with a modern twist, using “previously” to tell the story backwards!  The children will also have an opportunity to role play, and to step into the shoes of a famous story character. They will write an interview of a famous character, writing relevant questions and responses.  **Writing related to the Plants topic:**  **Link to Science**  Children will develop their investigative skills. They will conduct an investigation into what seeds need to help them to grow. In this investigation, they will learn about the need to conduct a fair test. Children will write up each part of their experiment, including a prediction and evaluation. | **Phonics**  We follow the Spell It programme, where children develop their phonics knowledge through a range of activities. The focus for this programme is increasing accuracy in spelling.  **Grammar**  Children are taught grammar both within their English lessons, and discretely.  **Handwriting**  We are teaching the children the cursive handwriting style. Children are developing their pencil control as well as learning how to form letters correctly.  **Fiction: A friendship recipe**  **Link to PSHE**  Children will design and create their own recipe for a good friendship. Throughout this piece of writing, the children will use all of the English skills that they have acquired throughout the year. They will include a variety of sentence types in their recipe, and will also use words that contain suffixes that they have learned about in Year 2. Central to this writing is the idea that children can identify and demonstrate the qualities needed to be a good friend. |
| **Maths** | We are following the **MATHS NO PROBLEM** scheme. The textbooks and workbooks are based on Bruner’s CPA approach. This means that the majority of lessons start with a concrete experience, in which children access resources. Then they move onto the pictorial (image) before looking at the concept in an abstract way. This approach also enables the children to spend more time on the key concepts that are needed to give them the good foundations to develop each concept. The textbooks and workbooks have been structured so that there are small steps in learning, allowing children to fully understand concepts. Therefore teachers will work systematically through the textbooks which cover the content of the new national curriculum.  **Topics covered in Textbook and Workbook 2A:**  **Chapter 1:**  **Numbers to 100**  **Chapter 2:**  **Addition and Subtraction**  **Chapter 3:**  **Multiplication of 2, 5 and 10**  **Chapter 4:**  **Multiplication and division of 2, 5 and 10**  **Chapter 5:**  **Length**  **Chapter 6:**  **Mass**  **Chapter 7:**  **Temperature**  **Chapter 8:**  **Picture Graphs** | **Topics covered in Textbook and Workbook 2A:**  **Chapter 1:**  **Numbers to 100**  **Chapter 2:**  **Addition and Subtraction**  **Chapter 3:**  **Multiplication of 2, 5 and 10**  **Chapter 4:**  **Multiplication and division of 2, 5 and 10**  **Chapter 5:**  **Length**  **Chapter 6:**  **Mass**  **Chapter 7:**  **Temperature**  **Chapter 8:**  **Picture Graphs** | **Topics covered in Textbook and Workbook 2A:**  **Chapter 1:**  **Numbers to 100**  **Chapter 2:**  **Addition and Subtraction**  **Chapter 3:**  **Multiplication of 2, 5 and 10**  **Chapter 4:**  **Multiplication and division of 2, 5 and 10**  **Chapter 5:**  **Length**  **Chapter 6:**  **Mass**  **Chapter 7:**  **Temperature**  **Chapter 8:**  **Picture Graphs** | **Topics covered in Textbook and Workbook 2B:**  **Chapter 9:**  **More Word Problems**  **Chapter 10:**  **Money**  **Chapter 11:**  **Two Dimensional Shapes**  **Chapter 12:**  **Three Dimensional Shapes**  **Chapter 13:**  **Fractions**  **Chapter 14:**  **Time**  **Chapter 15:**  **Volume** | **Topics covered in Textbook and Workbook 2B:**  **Chapter 9:**  **More Word Problems**  **Chapter 10:**  **Money**  **Chapter 11:**  **Two Dimensional Shapes**  **Chapter 12:**  **Three Dimensional Shapes**  **Chapter 13:**  **Fractions**  **Chapter 14:**  **Time**  **Chapter 15:**  **Volume** | **Topics covered in Textbook and Workbook 2B:**  **Chapter 9:**  **More Word Problems**  **Chapter 10:**  **Money**  **Chapter 11:**  **Two Dimensional Shapes**  **Chapter 12:**  **Three Dimensional Shapes**  **Chapter 13:**  **Fractions**  **Chapter 14:**  **Time**  **Chapter 15:**  **Volume** |
| **Science** | **Animals, habitats and food chains**  This is the first topic of the term. At the beginning of every topic, children discuss what they already know about this topic, and what they would like to find out. The questions that they devise form the basis of the learning.  Through this topic, children will learn about the different groups of animals and their features. They will also find out about different habitats around the world, with a particular focus on desert and polar regions. Children will discover how animals have adapted to be able to survive in these environments. The last part of learning in this topic will be food chains, where children learn key vocabulary such as **carnivore, predator, prey and herbivore**.  **Space, night-time and nocturnal animals**  This topic begins with an introduction to Space, so that children understand why the Earth has day and night. We will have a “slumber party” where we will begin our learning by coming to school in pyjamas! The children will also learn all about the Solar System, and how the planets orbit the sun. Children will then build on their previous learning in the **Animal** topic by learning about the distinguishing features of nocturnal animals, and how they have adapted to hunt at night. With a particular focus on badgers, children will create a badger fact file **(link to English)**.  **Trips/ Special visits relating to Science:**  **In school visit from the Dog’s Trust:**  Children will learn how to care for dogs, and how to stay safe around unfamiliar dogs through this fun and informative visit.  **Visit to Pets At Home:**  Children will visit the local Pets At Home store and will learn all about the animals there. They will also have an opportunity to handle some of the animals! | **Each topic will have a History or Geography focus in the second half of the Autumn Term. Some of the Dinosaur topic work will build upon children’s previous learning about Animals.** | **History topic focus** | **Everyday Materials**  Children will learn that things are made from a variety of materials. They will begin their learning by going on a materials walk around the school, looking at objects in their environment to see what they are made of. They will understand that objects can be made from both natural and manmade materials, and will explore where common materials (such as wood, oil, rubber) come from.  In this Quest topic, children will develop their investigative skills. They will work in groups to find the most suitable material to use for a coat, using their knowledge of materials and their properties. In this investigation, they will learn about the need to conduct a fair test. | **Plants**  Through this topic, children will observe and describe how seeds and bulbs grow into mature plants. They will also find out about the different things that plants need to help them to grow and stay healthy, and will grow cress in different environments to see how different factors affect growth. **(Link to English)**. The children will learn to identify a range of common plants. | **Health and Exercise**  Children will learn all about the human body in this topic, and the changes that happen when they grow (for example, from a baby to a toddler.) They will learn about the significance of exercise for humans, and how important it is to eat the right amounts of different types of food. The children will also learn about the importance of maintaining a high level of personal hygiene. |
| **ICT** | **Unit 2.1: We are Astronauts.**  In this unit, the children will build on work from Year 1, and will program a sprite (such as a spaceship) to move around the screen. This unit acts as a springboard for programming in Year 3. | **Unit 2.2: We are Games Testers.**  In this unit, the children will try to work out how some simple Scratch games work. They also look at online games and share their favourite games with the class. | **Unit 2.3: We are Photographers.**  In this unit, the children review photographs online, practise using a digital camera, take photos to fit a given theme, edit their photos, and then select their best images to include in a shared portfolio. | **Unit 2.4: We are Researchers.**  The children research a topic- safely, effectively and efficiently- using a structured approach (mind mapping). They share their findings with others through a short multimedia presentation. | **Unit 2.5: We are Detectives.**  In this unit, the children are challenged to solve a mystery by reading, sending and replying to emails, and by listening to a witness statement. They use a fact file sheet to create a table and identify the culprit.  **Plant art**  **Link to Art, ICT & Geography**  The children will study the art work of Andy Goldsworthy, and will create their own art work using real plants. They will then use the iPads to take photos of their art work. | **Unit 2.6: We are Zoologists.**  In this unit, the children go on a bug hunt, recording and identifying the small animals they find. They then organise the data they have collected, record it using a graphing package, and interpret the graph to answer questions about the animals. |
| **PE** | This year we will be developing our physical skills by using the PE scheme called **Real PE**. | This year we will be developing our physical skills by using the PE scheme called **Real PE**. | This year we will be developing our physical skills by using the PE scheme called **Real PE**. | This year we will be developing our physical skills by using the PE scheme called **Real PE**. | This year we will be developing our physical skills by using the PE scheme called **Real PE**. | This year we will be developing our physical skills by using the PE scheme called **Real PE**.  Children will also learn a variety of skills in preparation for the Key Stage One Sports Day. |
| **History** | **Each Quest topic will have a Geography or Science focus in the first half of the Autumn Term.** | **The Gunpowder Plot**  **Link to British Values and English**  The children will be taken back in time to 1605, where they will find out all about Guy Fawkes, and his infamous plot to assassinate James the First. They will find out all the historical facts, and write their own account of events, using pictures to support their learning. This important event from British history develops the children’s understanding of historical contexts, monarchy and democracy.  **Dinosaurs**  **Link to Geography**  Children develop a sense of chronology by looking at timelines outlining the Mesozoic era and the different species of dinosaur that lived during the Triassic, Jurassic and Cretaceous periods and their extinction 65 million years ago.  **How did the Victorians celebrate Christmas?**  **Link to British Values**  The children will look at images of Queen Victoria and contrast her with King James I and Queen Elizabeth II. They will follow a timeline back to the Victorian period and explore the Victorian concept of Christmas with the introduction of the decorated tree, cards, crackers, carol singers and items of festive food. | **The Great Fire of London**  **Link to Geography**  Developing their understanding of chronology, the children will be transported back to the year of 1666, where they will become gripped by the story of The Great Fire of London. They will discover the causes of the fire and the consequences for London resulting from this important event. Children will also take part in a **historical experiences day**, which will deepen their understanding of the period. | **The Quest topic in the second half of the Spring Term will have a Science focus.** | **The Quest topic in the first half of the Summer Term will have a Science focus.** | **Studying explorers and their famous journeys.**  **Link to Geography & Art**  In this topic, children will extend their knowledge of the world around them. They will learn about the key features of the Earth, including locating the continents, oceans, poles and desert regions. They will then locate the main global countries and their capital cities. The children will be introduced to the concept of exploration, and will learn about some of the prominent explorers of the past, and the countries that they discovered. |
| **Geography** | **Animals, Habitats and Food Chains**  **Map Skills, and climate and geographical change**  **Link to Science**  Children explore animals that live in extreme environments; polar regions and desert regions. In addition to looking at the animal adaptations, children look at the locations of the regions in relation to the equator and the Poles and the effect on climate. | **How did the Dinosaurs become extinct?**  **Fossil location and understanding of climate disasters.**  **Link to Science**  Children will examine the structure of the world in terms of continents and the main countries so that they are able to locate dinosaur fossil discoveries on a world map, by reading and interpreting a world map with an appropriate key of fossil discoveries. They will also learn how fossils are formed, and will write a step by step guide detailing this process **(Link to English)**. | **The Great Fire of London: locating London on a map of the UK.**  **Link to History**  Children will continue to develop their map skills, and will learn how to locate London and Tiverton on a map of the UK. The children will also find out about the important landmarks in modern day London. | **The Quest topic for the second half of the Spring Term will have a Science focus.** | **The Quest topic for the first half of the Summer Term will have a Science focus.** | **All Around the World: Tiverton, Britain and beyond.**  **Link to History and Art**  In this topic, children will extend their knowledge of the world around them. They will learn about the key features of the Earth, including locating the continents, oceans, poles and desert regions. They will then locate the main global countries and their capital cities. The children will be introduced to the concept of exploration, and will learn about some of the prominent explorers of the past, and the countries that they discovered. We will also learn how to identify a variety of flags from different countries. |
| **Music** | **Music Express**  The children will develop their musical skills by learning all about the musical concepts of rhythm, notation (beginning to learn to read music) and duration (learning about the length of the different types of musical notes.)  In the second half of the Autumn Term, the children will learn some festive songs for the Christmas performance for parents. | | **Music Express**  The children will develop their musical skills by learning through the scheme Music Express. | | **Music Express**  The children will develop their musical skills by learning through the scheme Music Express. | |
| **RE** | **How do we celebrate our journey through life? Celebrations & Christianity.**  Children will learn all about important celebrations in their own lives, and celebrations that are important to Christians, including how and why these events are celebrated. | **Celebrations, Christianity & Christmas: Why do we celebrate Christmas?**  **Link to British Values**  The children will learn about the significance of the Christmas Story, in terms of religious significance and British values. | **Why are some stories special? Theme: Believing. Christianity & the Easter story.**  **Link to British Values**  Children continue to explore Christianity, and will learn of the importance of the Easter story for Christians. They will learn that stories can be special, and that they are an important part of religion. | | **Belonging: Comparing Judaism & Christianity**  **Link to British Values**  Children will explore the idea of belonging to religious communities. They will think about places that people may visit or things that they may do if they are part of a religious community, and will also think about places or communities that they belong to in their own lives. | |
| **PSHE** | **BLP – building learning power**  **Link to whole curriculum**  Recapping the 4 learning powers of reciprocity, resilience, reflectiveness and resourcefulness.  **SEAL** – **New Beginnings** Thinking about starting a new school year and being with new friends and teachers.  We are also using the Health for Life and the Headon resource to supplement our PSHE learning. At the beginning of the year, each child completes a **“Draw and Write”** assessment about all of the things that they think keep them healthy. Teachers then use this information to plan lessons to meet their class’ needs. The topic in the first half of the Autumn Term focuses on **Safety** and keeping ourselves and others safe. | **BLP – building learning power**  **Link to whole curriculum**    Continuing to learn about the 4 learning powers of reciprocity, resilience, reflectiveness and resourcefulness.  **SEAL**- **Say No to Bullying, & Getting on and Falling Out**  Learning how to co-operate with friends and thinking about the strategies needed to develop and maintain friendships.  **Health for Life- Citizenship & Diversity**  This unit focuses on **learning to value myself and others**, and developing children’s skills of communication and participation. | **BLP – building learning power**  **Link to whole curriculum**    Continuing to learn about the 4 learning powers of reciprocity, resilience, reflectiveness and resourcefulness.  **SEAL- Going For Goals**  Learning what it means to work towards a goal, identifying and setting own achievable goals, and how to achieve them.  **Health for Life- Drugs Education, medication and legal substances.**  This unit focuses on understanding that medicines can be used to make ill people well again. Children identify how they feel when they are ill, and how they feel when they are well and healthy. They also learn about how to use medicines safely. | **BLP – building learning power**  **Link to whole curriculum**    Continuing to learn about the 4 learning powers of reciprocity, resilience, reflectiveness and resourcefulness.  **SEAL- Good to be Me**  Understanding that each person is an individual, and that everyone is different and that it is good to be different. They will also learn to recognise what they are good at.  **Health for Life- Emotional Health and Well Being. Healthy Eating.**  In this unit, children learn about different relationships, and caring for others. They identify the special people in their lives, and discuss what makes them feel good about themselves. Children also learn about healthy and non-healthy foods, and how important it is to have a balanced diet. | **BLP – building learning power**  **Link to whole curriculum**    Continuing to learn about the 4 learning powers of reciprocity, resilience, reflectiveness and resourcefulness.  **SEAL- Relationships**  Children will learn about the feelings that are associated with close family relationships.  **Health for Life- SRE Growing and Changing**  In this unit, children will learn about growing and changing, as well as understanding how it feels to be with special people (e.g with family, friends, caring for other people.)The children will also learn more about themselves and what makes them happy. | **BLP – building learning power**  **Link to whole curriculum**    Continuing to learn about the 4 learning powers of reciprocity, resilience, reflectiveness and resourcefulness.  **SEAL- Changes**  Children will learn how to distinguish between natural, developmental change, changes we make happen and changes we choose. The children will learn how to make changes happen.  **Health for Life- Exercise**  In this unit, children will learn about how exercise affects the body and makes a person feel. They will also learn about the other factors that contribute to healthy living, such as hygiene and rest.  **The General Election**  **Link to British Values**  In light of the snap GeneralElection called for June 2017, the children will learn about the importance of voting. They will also learn about the main political parties. |
| **Art/DT** | **Link to Science**  Children will be taught close observational drawing skills and how to draw a range of objects. They will develop their artistic skills through a variety of activities, and will produce a number of pieces of art work. | Making Christmas cards for the family.  Making Christmas decorations for the school cathedral area.  Making produce for the annual Christmas Fayre.  Children will be taught close observational drawing skills and how to draw a range of objects. They will develop their artistic skills through a variety of activities, and will produce a number of pieces of art work. | **Design and make a Stuart street/ Silhouette Art:**  **Link to History**  Children will create their own Stuart street scene depicting the Great Fire.  **Exploring Materials as part of the Materials Quest:**  Children will have access to a range of materials during the Materials Quest, exploring their properties. **(DT focus.)**  Children will be taught close observational drawing skills and how to draw a range of objects. They will develop their artistic skills through a variety of activities, and will produce a number of pieces of art work. | **Making Easter cards:**  Children will have the opportunity to make an Easter card for their families. | **Plant art**  **Link to Art, ICT & Geography**  The children will study the art work of Andy Goldsworthy, and will create their own art work using real plants. They will then use the iPads to take photos of their art work. They will also work collaboratively to create some mosaic effect plant pictures.  Children will be taught close observational drawing skills and how to draw a range of objects. They will develop their artistic skills through a variety of activities, and will produce a number of pieces of art work. | **Designing and making a healthy sandwich:**  **Link to Science & English**  Through this topic, children will develop their design and evaluation skills. Thinking carefully about their Science learning, they will design a healthy and nutritionally balanced sandwich. After making their sandwich, they will evaluate their final product.  Children will be taught close observational drawing skills and how to draw a range of objects. They will develop their artistic skills through a variety of activities, and will produce a number of pieces of art work. |
| **Performance opportunities** | Watching a theatre production at Tiverton High School, and discussing the show.  Theatre Alibi – Apple John | **Christmas show** for parents. | Acting out scenes from the Great Fire of London during their historical experiences day.  Reading their own Great Fire of London diary entries aloud to the class. | **English:** reading work aloud to an audience. | **English:** reading work aloud to an audience. | **Topic:** Year 2 will perform a class assembly to the whole school and to parents, about what they have been learning this year. |
| **Other – including our focus on British Values** | **World Democracy Day:** Introducing children to the concepts of democracy, and electing our class school councillors. | **Rocket day**: parents visit to help to construct rockets, which links to the school’s work on **BLP**.  Christmas events including the history of Christmas, which links to **British values.**  **Christmas Fayre**  **Carol Service** | **Historical Experiences Day:** children take a step back in time and find out all about life in Stuart England in 1666, and how it felt to be in London at the time of the great fire.  **Shrove Tuesday, Mothering Sunday:** traditional events that link to our focus on British Values. | **Easter:** Celebrating the religious significance of Easter, which also links to **British values**. | Celebrating the Queen’s birthday which links to **British Values** | **Sports Day:** parents will come and watch children take part in a number of races.  Celebrating our class and what we have achieved during the year with a year group assembly. |