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| **Year 2****Curriculum Plan** | C:\Users\School\Documents\Southridge First School documents\Southridge First School documents\logo\southridge logo\southridge logo 002.jpg |

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| **Year 2 Maths Autumn 1** |
|  | Topic |  Maths Objective |
| Number and place value: counting, reading and writing 2-digit numbers, place value | * Count in steps of 2, 3 and 5 from 0, and count in tens from any number, forward and backwards.
* Recognise the place value of each digit in a two digit number.
* Identify, represent and estimate numbers using different representations, including the number line.
* Compare and order numbers from 0 up to 100; use <, > and = signs.
* Read and write number to at least 100 in numerals and in words.
* Use place value and number facts to solve problems.
 |
| Addition: concrete, visual and number facts | * Solve problems with addition and subtraction:
* Use concrete objects and pictorial representations, including those involving numbers, quantities and measures.
* Apply their increasing knowledge of mental and written methods.
* Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
* Add and subtract using concrete objects, pictorial representations, and mentally including: a two digit number and ones; a two digit number and tens; two two-digit numbers; and adding three one-digit numbers.
* Show that addition can be done in any order and subtraction cannot.
* Recognise recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
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| Subtraction: concrete, visual and number facts | * Solve problems with addition and subtraction:
* Use concrete objects and pictorial representations, including those involving numbers, quantities and measures.
* Apply their increasing knowledge of mental and written methods.
* Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
* Add and subtract using concrete objects, pictorial representations, and mentally including: a two digit number a ones; a two digit number and tens; two two-digit numbers; and
* Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
 |
| Multiplication and division: repeated addition and repeated subtraction | * Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
* Calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication, division and equals signs.
* Recognise and use the inverse relationship between multiplication and division in calculations.
* Show that multiplication of two numbers can be done in any order and division for one number by another cannot.
* Solve problems involving multiplication and division, using materials arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
 |
| Geometry: properties of 3D and 2D shape | * Identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line.
* Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.
* Identify 2D shapes on the surface of 3D shapes, e.g. circle on a cylinder and a triangle on a pyramid.
* Compare and sort common 2D and 3D shapes and objects.
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| Measures: length, mass, capacity, money | * Choose and use appropriate standard units to estimate and measure length/height in any direction; mass; temp; volume and capacity to the nearest appropriate unit using rulers, scaled and measuring vessels.
* Compare the lengths and order lengths, mass, volume, and record results using >, < and =.
* Recognise and use the symbols for pounds and pence; combine amounts to make a particular value.
* Find different combinations of the coins that equal the same amount of money.
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| **Year 2 Autumn 1** |
|  | **History** | **Geography** | **Science** |
| **Beside the Seaside** | **Seaside holidays in the past in Whitley Bay*****Significant historical events, people and places in their own locality**** History of Whitley Bay as a popular seaside resort.
* Compare similarities and differences between Whitley Bay as a popular seaside resort in the past in Victorian times and now.
* Find out about the history of the Spanish City and the Dome - when were they built?
* Sort local photographs into chronological order and explain the reasons for the order using appropriate time-related vocabulary.
* Identify and write about similarities and differences between the pictures.
* Through discussion, demonstrate some knowledge about seaside holidays in the past.
 | **Whitley Bay**  **Physical geography study**Locational knowledge* Name, locate and identify Whitley Bay in relation to Newcastle within the North East of England in the United Kingdom.
* Name and locate the surrounding seas.
* What are the different parts of Whitley Bay?
* Why do we love to live beside the seaside at Whitley Bay?
* Use basic geographical vocabulary to refer to key physical features including vocab such as: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
* Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
* Devise a simple map.
* Construct basic symbols in a key.

Visit to St. Mary’s Island | **Living Things and their Habitats*** Explore and compare the differences between things that are living, dead, and things that have never been alive.
* 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.
* 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.
* Identify and name a variety of plants and animals in their habitats, including micro-habitats.
* *Ask simple questions and recognise that they can be answered in different ways.*
* *Observe closely.*
* *Gather and record data to help answer a question.*
* *Record data in a tally chart.*
* *Record data in a bar chart.*
* *Use observations to suggest answers to questions.*
* *Observe using a microscope/hand lens.*

Visit to St. Mary’s island |

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| **Year 2 Autumn 1** |
|  | **Technology** | **Computing** | **Art** | **PE** |
| **Beside the Seaside** | **Boat Builder Challenge**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. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteriaBuild structures, exploring how they can be made stronger, stiffer and more stable.* Design a boat for the seaside based on specific design criteria.
* Draw and discuss their ideas and plans.
* Select appropriately from a range of available materials and tools.
* Make, test and adapt their product.
* Evaluate finished product.
 | **Writing In Different Styles*****IT & Digital Literacy*** ***Text, Graphics, Multimedia and Storytelling**** Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
* Recognise common uses of information technology beyond school.

Introduce children to word processing and desktop publishing using a number of different tools and design tasks.*E safety: To understand that the information that I put online leaves a digital footprint.* | **Technology Unit** | **PE Hub - Attack, Defend****Shoot Unit 1*****Participate in team games, developing simple tactics for attacking and defending.**** Can send a ball using feet and can receive a ball using feet.
* Refine ways to control bodies and a range of equipment.
* Recall and link combinations of skills, e.g. dribbling and passing.

**PE Hub Dance Unit 1*****Perform dances using simple movement patterns**** Describe and explain how performers can transition and link shapes and balances.
* Perform basic actions with control and consistency at different speeds and on different levels.
* Challenge themselves to move imaginatively responding to music.
* Work as part of a group to create and perform short movement sequences to music.
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| **Year 2 Autumn 1** |
|  | **Music** | **RE** | **French**  | **PSHCE** |
| **Beside the Seaside** | **Charanga - Hands, Feet, Heart*** Warm-up Games
* Flexible Games (optional)
* Sing the song Hands, Feet, Heart
* Play instrumental parts.
* Play composition(s) within the song
 | **Christianity - Beliefs and Practices** * Considering the idea that Christians believe God to be the Creator of the Universe. Understanding the Creation Story.
* Understanding that Christians believe that God is active in their everyday living.
* Describing how Christians talk to God in different ways through prayers.
* Understanding that Christians express understanding of God’s nature in concepts such as God as a loving parent and loving friend.

**Parables and Teachings of Jesus*** Parable of a Prodigal Son
* Parable of a Lost Sheep
 | **Topic – L’extraterrestre****Focus -*** Colours
* Simple questions

**Vocabulary –*** Un extraterrestre
* Sa fuse
* Non
* Oui
* Merci
* Triste
* Bleu
* Rouge
* Jaune
* Vert
 | **All About Me*** Get to Know each other. To remember to be good listeners. To develop communication techniques.

**A Healthy Person*** Describe what a healthy person looks like. To identify the main things we need to do to be healthy.

**Keeping safe*** Identify the people who help to keep us safe. Be aware that there are dangers around us. Be able to make decisions that minimise risk and keep us safe.

**What goes into my body? D.A.T.E.*** Know what is safe to go inside your body; that medicines are drugs but that not all drugs are medicines. Recognise the dangers from household chemicals. Learn about the effects of smoking.

**Injections. D.A.T.E.*** Know the purpose of injections.
* Know which people can safely give injections.

**What goes onto my body? D.A.T.E.*** know what is safe to go on your body.

**Personal Hygiene.*** Understand why personal hygiene routines are an important part of being healthy.

**Seals theme for first half of term - New Beginnings** |

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| **Year 2 Maths Autumn 2** |
|  | Topic |  Maths Objective |
| Number and placed value: estimating, counting and comparing quantities | * Count in steps of 2, 3 and 5 from 0, and count in tens from any number, forward and backwards.
* Recognise the place value of each digit in a two digit number.
* Identify, represent and estimate numbers using different representations, including the number line.
* Compare and order numbers from 0 up to 100; use <, > and = signs.
* Read and write number to at least 100 in numerals and in words.
* Use place value and number facts to solve problems.
 |
| Addition and subtraction: using recall od addition and subtraction facts and mental calculation strategies | * Solve problems with addition and subtraction:
* Use concrete objects and pictorial representations, including those involving numbers, quantities and measures.
* Apply their increasing knowledge of mental and written methods.
* Add and subtract using concrete objects, pictorial representations, and mentally including: a two digit number a ones; a two digit number and tens; two two-digit numbers; and adding three one-digit numbers.
* Show that addition can be done in any order and subtraction cannot.
* Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
 |
| Multiplications and division: repeated addition and subtraction, arrays, grouping and using times table facts | * Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
* Calculate mathematical statements for multiplication/division within the multiplication tables and write them using multiplication, division and equals signs.
* Recognise and use the inverse relationship between multiplication and division in calculations.
* Show that multiplication of two numbers can be done in any order and division for one number by another cannot.
* Solve problems involving multiplication and division, using materials arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
 |
| Fractions: finding fractions of quantities, shapes and sets of objects | * Recognise find, name and write fractions 1/3, 1/4, 2/4 and 3/4.
* Write simple fractions e.g. 1/2 of 6=3 and recognise the equivalence of two quarters and one half.
 |
| Geometry: position, direction, motion | * Order and arrange combinations of mathematical objects in patterns.
* Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns and movement in a straight line.
* Compare and sequence intervals of time. Tell and write the time to five minutes, including quarter past/ to the hour and draw the hands on a clock face to show those times.
 |
| Data: solving problems that involve collecting data in tallies, tables and pictograms | * Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
* Ask an answer simple questions by counting the number of object in each category and sorting the categories by quantity.
* Ask and answer questions about totalling and compare categorical data.
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| **Year 2 Autumn 2** |
|  | **History** | **Geography** | **Science** |
| **The Great Fire of London** | **Great Fire of London and The Gunpowder Plot*****Events beyond living memory that are significant nationally or globally - Great Fire of London***How do we know about the Great Fire of London? * show in discussion, an understanding of what an 'eyewitness' is
* recognise aspects of the fire that eyewitnesses saw
* know that Pepys saw the fire and that he wrote about it in his diary

What happened in the Great Fire of London? * talk about what happened in the story
* sequence events correctly

Why did the fire spread so quickly? * describe the key features of houses and streets in the seventeenth century
* give one or more reasons why the fire spread quickly, and why it stopped
* know where people went for safety

How are houses different now to 1666?* describe the key features of houses and streets in the seventeenth century

How was London Rebuilt? * To know that Christopher Wren designed and rebuilt large sections of London

Possibly link this to the Great Fire of Newcastle Gateshead?Events beyond living memory that are significant nationally or globally – Gunpowder PlotWho was Guy Fawkes?Why did he want to blow up the Houses of Parliament?Why was his plot unsuccessful? Why is Guy Fawkes still remembered today?Place both events on a timeline.  | **History Unit** | **Use of Everyday Materials*** Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
* Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
* *Ask simple questions and recognise that they can be answered in different ways.*
* *Use observations and ideas to suggest answers to questions.*
* *Gather and record data to help in answering questions.*
* *Perform simple tests.*
* *Gather and record data to help in answering questions.*
* *Use simple measurements to gather data.*
* *Use simple secondary sources to find answers (non-statutory).*
* *Talk about what they have found out and how they found it out (non-statutory).*
* *With help, notice relationships (non-statutory).*

 Possible visits: Discovery Museum; Centre for Life |

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| **Year 2 Autumn 2** |
|  | **Technology** | **Computing** | **Art** | **PE** |
| **The Great Fire of London** | **Art Unit** | **Programming With Scratch Jnr.*****Computer science*** ***Control and programming**** Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.
* Create and debug simple programs.
* Use logical reasoning to predict the behaviour of simple programs.
* Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Use computer language to create animations and games. Write and debug algorithms, learn about repeating and different triggers to create actions. *E Safety: To be able to identify kind and unkind behaviour online.* | **Colour –** To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 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.Pigment – paint, inks, pastels, dyes etc and tools to apply colour – brushes, sponges, straws etc* Understanding primary and secondary colours.
* Working from a limited palette.
* Experiment with dark and light – adding black and white.
* Make as many tones of one colour as possible using primary colours and white.
* Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’.
* Darken colours without using black.
* Mix colours to match those of the natural world – colours that might have a less defined name.
* Experience using colour on a large scale, A3/A2.

**Texture –** * Develop skills of overlapping and overlaying to create effects.
* Use various collage materials to make a specific picture.

**Suggested Artists:** * Julie Bennett (artist) – see BBC bitesize clip
* Colour Palette by Tony Cragg (artist)
* Jan Griffier – Fire of London (artist)
 | **PE Hub Attack, Defend, Shoot Unit 2*****Participate in team games, developing simple tactics for attacking and defending**** To select and apply a small range of simple tactics
* Recognise good quality in self and others
* To work with others to build basic attacking play

**PE Hub Dance Unit 2*****Perform dances using simple movement patterns.**** Perform using more sophisticated formations as well as an individual
* Explore relationships through different dance formations
* Explain the importance of emotion and feeling in dance
* Use the stimuli to copy, repeat and create dance actions and motifs
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| **Year 2 Autumn 2** |
|  | **Music** | **RE** | **French**  | **PSHCE** |
| **The Great Fire of London** | **Charanga – Ho Ho Ho*** Warm-up Games
* Flexible Games (optional)
* Sing the song Ho Ho Ho
* Play instrumental parts
 | **Judaism - Beliefs and Practices** * Consider our school rules and how rules are needed to shape our lives.
* Consider the rules for living for Jewish families.
* Explore the Shema one of the most important Jewish prayers contained in the mezuzah.
* Understand that the Torah has rules or laws for living which guide the lives of Jewish people.
* Describe how Jews shape their lives according to the content of the Torah scroll and in particular the 10 commandments.
* Understand the link between the Bible and the Torah.
* Learn about how some of the followers of Judaism live – the importance of family life; Shabbat etc.
* Explore some significant artefacts - mezuzah ,tallit/prayer shawl, kippah, star of David etc and understand their importance to Jewish beliefs and life.
* Possible Synagogue Visit.

**Meanings within Christmas and Hanukkah - The Gift of Giving and Receiving*** Recap the Christmas Story, relating aspects of the narrative to the ideas of giving and receiving. Look at the part played by the Wise Men - who they might have been, where they came from, what brought them there and the gifts they brought to Jesus.
* Understanding the symbolic meaning of each gift.
* Talking about why giving is an important idea for Christians and is central to how they celebrate Christmas.
* Talking about what is of value to Christians and how this might be expressed in action.
* Exploring the idea that Christians believe that Jesus was a gift from God.
	+ - Reflecting on the phrase ‘It is better to give than to receive’.
* Identifying Hanukkah as a Jewish festival.
* Understanding that the miracle of the oil symbolised that God was always with the Israelites.
* Understanding that light represents the presence of God.
* Talking about the importance of light in the Jewish faith.
 | **Topic – Petit Monstre Bleu****Focus –** * Parts of the body
* Colours

**Vocabulary –*** Le nez
* Les yeux
* La bouche
* Les dents
* Les oreilles
* Les cheveux
* La tete
 | **Feelings*** identify different feelings and to begin to reflect on how our actions have consequences for others.

 **Friends*** Reflect on current friends and relationships; Consider the needs of others; eflect on how their actions can have consequences for others.

**Anti Bullying*** Understand what a bully is and the types of bullying.
* consider why people bully others.
* Know how to ask for help.

**Peer Pressure*** Recognise Peer pressure and learn to voice own opinions and explain views

**The same but different.** * Learn to appreciate that people have things in common and things that are different about them. To recognise that each person is unique and everyone is special.

**Seals theme for 1st half of term** * Going for Goals

**E-Safety education – Hector’s World** |

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| **Year 2 Maths Spring 1** |
|  | Topic |  Maths Objective |
| Number and place value: estimating, counting, comparing and ordering quantities  | * Count in steps of 2, 3 and 5 from 0, and count in tens from any number, forward and backwards.
* Recognise the place value of each digit in a two digit number.
* Identify, represent and estimate numbers using different representations, including the number line.
* Compare and order numbers from 0 up to 100; use <, > and = signs.
* Read and write number to at least 100 in numerals and in words.
* Use place value and number facts to solve problems.
 |
| Addition and subtraction: using recall of addition and subtraction facts and mental calculation strategies  | * Solve problems with addition and subtraction:
* Use concrete objects and pictorial representations, including those involving numbers, quantities and measures.
* Apply their increasing knowledge of mental and written methods.
* Add and subtract using concrete objects, pictorial representations, and mentally including: a two digit number a ones; a two digit number and tens; two two-digit numbers; and adding three one-digit numbers.
* Show that addition can be done in any order and subtraction cannot.
* Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
 |
| Addition and subtraction: using partitioning and counting on strategies | * Solve problems with addition and subtraction:
* Use concrete objects and pictorial representations, including those involving numbers, quantities and measures.
* Apply their increasing knowledge of mental and written methods.
* Add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit number.
* Show that addition can be done in any order and subtraction cannot.
* Recognise and use inverse relationship between addition and subtraction and use this to check calculations and miss number problems.
 |
| Multiplication and division: repeated addition and subtraction. arrays, grouping and using times table facts | * Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
* Calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication, division and equals signs.
* Recognise and use the inverse relationship between multiplication and division in calculations.
* Show that multiplication of two numbers can be done in any order and division for one number by another cannot.
* Solve problems involving multiplication and division, using materials arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
 |
| Geometry: properties of 3D and 2D shape | * Identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line
* Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces
* Identify 2D shapes on the surface of 3D shapes, e.g. circle on a cylinder and a triangle on a pyramid.
 |
| Measures: length, mass, capacity and money | * Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm/mm); mass (kg.g); temperature; volume and capacity (litres/ml) to the nearest appropriate unit using rulers, scales and thermometers and measuring vessels.
* Compare and order lengths, mass, volume/capacity and record the results using >, < and =.
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| **Year 2 Spring 1** |
|  | **History** | **Geography** | **Science** |
| **Heroes** | **Florence Nightingale**The lives of significantindividuals in the past whohave contributed to nationaland internationalachievements.* Who was Florence Nightingale?
* Why is she remembered today?
* Place Turkey and the Crimea on the map.
* Retell her story and discuss the impact that she had on nursing today.
* Place events on a timeline.
* Link to English unit on non-chronological report writing

Possible in school workshop. | **Take a trip around the world** * *Name and locate the world’s seven continents and five oceans*
* *Use world maps, atlases and globes to identify the UK and its countries as well as the countries as well as looking at other countries within the world.*
* *Build on use of 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*

Can you label a map of the world?What countries can you find on a world map?Which landmarks can you recognise?What area is this map showing us?Can you make your own map? |   **Animals Including humans** * Notice that animals, including humans, have offspring which grow into adults
* Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
* Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
* *Use observations to suggest answers to questions.*
* *Record data (flow diagram).*
* *Observe using simple equipment.*
* *Record data (table).*
* *Perform a simple test.*

*Record data (tally chart).* |

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| **Year 2 Spring 1** |
|  | **Technology** | **Computing** | **Art** | **PE** |
| **Heroes** | **Healthy Eating**Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. 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. Select from and use a wide range of ingredients.* Consider the needs of the wounded soldiers in hospital.
* Design a healthy hospital menu for them.
* Prepare some healthy choices from the menu.
 | **Beginning To Present*****IT & Digital Literacy******Text, Graphics, Multimedia and Storytelling**** Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
* Recognise common uses of information technology beyond school.
* 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.

Research and collect information on Healthy Eating (Links to science and DT project).E Safety: To use key words in an online search to find out about a topic. | **Technology Unit** | **PE Hub Gymnastics Unit 1*****Develop balance, agility and co-ordination, and begin to apply these in a range of activities**** Describe and explain how performers can transition and link gymnastic elements.
* Perform with control and consistency basic actions at different speeds and on different levels.
* Challenge themselves to develop strength and flexibility.
* Create and perform a simple sequence that is judged using simple gymnastic scoring.

**PE Hub Hit, Catch, Run Unit 1*****Master basic movements including running, jumping, throwing and catching**** To develop hitting skills with a variety of bats.
* Practice feeding/bowling skills.
* Hit and run to score points in games.
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| **Year 2 Spring 1** |
|  | **Music** | **RE** | **French**  | **PSHCE** |
| **Heroes** | **Charanga – I Wanna Play In A Band*** Warm-up Games
* Flexible Games (optional)
* Sing the song I Wanna Play In A Band
* Play instrumental parts
* Improvise
* Play composition(s) within the song and perform final piece
 | **Christianity - Teaching through Stories** * Understanding that Jesus told stories to teach people about God, how to behave and how to treat each other.
* Responding sensitively to the values, feelings and concerns of others.
* Exploring idea that stories often contain inner meanings and messages.
* Identifying the key concepts and ideas in stories Jesus told.
* Making links between the religious teaching in stories and the beliefs which underpin them.

**Parables and Teachings of Jesus*** Parable of the Wise & Foolish Builders
* Parable of a Sower and the Seeds
* Parable of a Mustard Seed
* Parable of a Pharisee & Tax Collector
 | **Topic – La Belle au Bois Dormant****Focus –*** Simple Repetitive Song.
* Story of Sleeping Beauty.

**Vocabulary –*** Au bois
* Prends garde
* Tu dors
* Cent ans
* grandit
* Ouvre les yeux
 | **Feelings*** identify different feelings and to begin to reflect on how our actions have consequences for others.

 **Friends*** Reflect on current friends and relationships; Consider the needs of others; eflect on how their actions can have consequences for others.

**Anti Bullying*** Understand what a bully is and the types of bullying.
* consider why people bully others.
* Know how to ask for help.

**Peer Pressure*** Recognise Peer pressure and learn to voice own opinions and explain views

**The same but different.** * Learn to appreciate that people have things in common and things that are different about them. To recognise that each person is unique and everyone is special.

**Seals theme for 1st half of term** * Going for Goals

**E-Safety education – Hector’s World** |

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| **Year 2 Maths Spring 2** |
|  | Topic |  Maths Objective |
| Number and place value: estimating, counting, comparing and ordering quantities  | * Count in steps of 2, 3 and 5 from 0, and count in tens from any number, forward and backwards.
* Recognise the place value of each digit in a two digit number.
* Identify, represent and estimate numbers using different representations, including the number line.
* Compare and order numbers from 0 up to 100; use <, > and = signs.
* Read and write number to at least 100 in numerals and in words.
* Use place value and number facts to solve problems.
 |
| Addition and subtraction: using mental calculation strategies | * Solve problems with addition and subtraction:
* Use concrete objects and pictorial representations, including those involving numbers, quantities and measures.
* Apply their increasing knowledge of mental and written methods.
* Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
* Add and subtract using concrete objects, pictorial representations, and mentally including: a two digit number a ones; a two digit number and tens; two two-digit numbers; and adding three one-digit numbers.
* Show that addition can be done in any order and subtraction cannot.
* Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
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| Multiplication and division: repeated addition and subtraction, arrays, grouping and using times table facts | * Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
* Calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication, division and equals signs.
* Recognise and use the inverse relationship between multiplication and division in calculations.
* Show that multiplication of two numbers can be done in any order and division for one number by another cannot.
* Solve problems involving multiplication and division, using materials arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
 |
| Fractions: finding fractions of quantities, shapes and sets of objects | * Recognise find, name and write fractions 1/3, 1/4, 2/4 and 3/4.
* Write simple fractions e.g. 1/2 of 6=3 and recognise the equivalence of two quarters and one half.
 |
| Geometry: position and direction | * Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns and movement in a straight line.
* Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
 |
| Statistics: solving problems that involve collecting data in tallies, tables and pictograms | * Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
* Ask an answer simple questions by counting the number of object in each category and sorting the categories by quantity.
* Ask and answer questions about totalling and compare categorical data.
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| **Year 2 Spring 2** |
|  | **History** | **Geography** | **Science** |
| **Local Heroes** | **Local Heroes*****Significant historical events, people and places in their own locality – Grace Darling**** Who was Grace Darling?
* Where did she live and why is she remembered today?
* Place locality on a map
* The story of the rescue
* The life of Grace after the rescue
* Her bravery rewarded by being given a medal from Queen Victoria.
* Place events on a timeline
* History of the RNLI and its significance locally
 | **History Unit**  | **Plants*** Observe and describe how seeds and bulbs grow into mature plants
* Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
* Perform a simple test.
* Recognise that questions can be answered in a range of ways.
* Observe closely using simple equipment.
* Sort objects using observable features (non-statutory).
* Gather and record date to help in answering a question.
* Use their observations and ideas to suggest answers to questions.
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| **Year 2 Spring 2** |
|  | **Technology** | **Computing** | **Art** | **PE** |
| **Local Heroes** | **Art Unit** | **An Introduction To Animation****IT & Digital Literacy, Animation and Video*** Use technology purposefully to create, organise, store, manipulate and retrieve digital content

An introduction to animations. Understanding that animations are made up of a number of still images. Introduce 2D and stop frame animation and different tools for creating both.*E Safety: To recognise whether a website is appropriate for children.* | **Drawing** To use drawing to develop and share their ideas, experiences and imagination. 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.Pencil, wax, chalk, ink, pen, brushes* Continue as Year 1 to experiment with tools and surfaces.
* Continue to draw a way of recording experiences and feelings - Sketch to make quick records of something.
* Simple shapes in complex situations – man-made - buildings, windows, doors, chimneys; natural – plants
* Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of shading techniques - light and dark.
* Work out ideas through drawing

**Suggested Artists;*** + - * Explore the work of Edward Hopper (lighthouses became one of his most famous subjects)
 | **PE Hub Gymnastics Unit 2*****Develop balance, agility and co-ordination, and begin to apply these in a range of activities**** Develop body management through a range of floor exercises.
* Use core strength to link recognised. gymnastics elements, e.g., back support and half twist.
* Attempt to use rhythm while performing a sequence.

**PE Hub Send and Return** **Unit 1*****Master basic movements including running, jumping, throwing and catching******Participate in team games, developing simple tactics for attacking and defending**** Be able to track the path of a ball over a net and move towards it.
* Begin to hit and return a ball using a variety of hand and racquet with some consistency.
* Play modified net/wall games throwing, catching and sending over a net.
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| **Year 2 Spring 2** |
|  | **Music** | **RE** | **French**  | **PSHCE** |
| **Local Heroes** | **Charanga - Zoo Time*** Warm-up Games
* Flexible Games (optional)
* Sing the song Zoo Time
* Play instrumental parts
* Improvise
* Play composition(s) within the song and perform final piece

**Wider Opportunities - Charanga Recorder Course**Learn the basics of how to play musically, the language of music and the first three notes; B, A and G.  | **Christianity – Why is Easter important to Christians?** * Sequence the events of Holy Week.
* Exploring the story of Palm Sunday and excitement that must have been felt by the followers of Jesus and by the crowd. Discuss the emotions of the crowd, the disciples and Jesus.
* Talk about the Last Supper and understand this was probably the annual Pesach (Jewish Passover) celebration. Through discussing works of art related to Easter consider how artist have tried to capture the ‘mood’ of the people.
* Link events in Easter story to the Signs and Symbols and artefacts associated with the Easter today and explore their significance to Christians.
 | **Topic – Boucle d’or et les trois ours.****Focus –** * Sizes
* Nouns and verbs from Goldilocks and the Three Bears.
* Introducing myself.

**Vocabulary –*** Ours
* Maman
* Papa
* Bebe
* Le bol
* La soupe
* Les chaises
* Le lit
* La fille
* Grand
* Moyen
* Petit
* Bonjour
* Je m’appelle
 | **Responsibilities – Borrowing and Lending** * Learn to take responsibility for ourselves; become trust worthy and reliable; appreciate and take care of their own and others possessions.

**Lets be Fair*** Consider the principle of fairness and relate it to themselves and others. To understand why fairness is important. To see the world from other peoples’ perspective.

**What would you do?** * Learn how to make sensible choices. Face challenges in a supportive environment. Recognise the responsibility that children have for their own decisions and choices.

**Tidy Up Please*** Recognise that we belong to communities and we have responsibilities within them. To learn that everyone can contribute to the life of the class and school. To think about what improves and harms the environment.

**Seals theme for 2nd  half of term** * Good to be Me

**E-Safety education – Hector’s World****Addressing Prejudice and Difference** |

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| **Year 2 Maths Summer 1** |
|  | Topic |  Maths Objective |
| Number and place value: estimating, counting, comparing and ordering quantities  | * Recognise the place value of each digit in a 2-digit number (tens, ones).
* Identify, represent and estimate numbers using different representations, including the number line.
* Compare and order numbers from 0 up to 100; use <,> and = signs
* Read and write numbers to at least 100 in numerals and words.
 |
| Addition and subtraction: using mental calculation strategies | * Solve problems with addition and subtraction:
* Use concrete objects and pictorial representations, including those involving numbers, quantities and measures.
* Apply their increasing knowledge of mental and written methods.
* Add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit number.
* Show that addition can be done in any order and subtraction cannot.
* Recognise and use inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
 |
| Multiplication and division: repeated addition and subtraction, arrays, grouping and using times table facts | * Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
* Calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication, division and equals signs.
* Recognise and use the inverse relationship between multiplication and division in calculations.
* Solve problems involving multiplication and division, using materials arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
 |
| Fractions: finding fractions of quantities, shapes and sets of objects  | * Recognise find, name and write fractions 1/3, 1/4, 2/4 and 3/4.
* Write simple fractions e.g. 1/2 of 6=3 and recognise the equivalence of two quarters and one half.
 |
| Geometry: properties of 3D and 2D shape | * Identify and describe properties of 2D and 3D shapes, including the number of sides, symmetry in a vertical line, edges, vertices and faces.
* Identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder and triangle on a pyramid.
* Compare and sort common 2D and 3D shapes and everyday objects.
* Solve one-step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
 |
| Measures: length, mass, capacity and money | * Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm/mm); mass (kg.g); temperature; volume and capacity (litres/ml) to the nearest appropriate unit using rulers, scales and thermometers and measuring vessels.
* Compare and order lengths, mass, volume/capacity and record the results using >, < and =.
* Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
* Find different combinations of coins to equal the same amounts of money.
* Solve simple problems in practical context involving addition and subtraction of money of the same unit, including giving change.
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| **Year 2 Summer 1** |
|  | **History** | **Geography** | **Science** |
| **Inventors, Inventions and Machines** | **Inventors, Inventions and Machines****Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.****The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g.** * Learn about famous inventors,

 e.g.  George Stephenson  Henry Ford Logi Baird Thomas Edison and more  recently….Berners  Lee etc* Explore everyday inventions and how they have developed over time.
* Discuss their ideas for the "Top 10" inventions of all time
* Imagine a new invention for the next century.
 |  **History Unit** | **Plants*** Continue to observe and describe the growth of plants.
* Compare a variety of flowering plants.
* Perform a simple test.
* Recognise that questions can be answered in a range of ways.
* Observe closely using simple equipment.
* Sort objects using observable features (non-statutory).
* Gather and record date to help in answering a question.
* Use their observations and ideas to suggest answers to questions.
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| **Year 2 Summer 1** |
|  | **Technology** | **Computing** | **Art** | **PE** |
| **Inventors, Inventions and Machines** | **Pencil Pots**Explore and evaluate a range of existing products. 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. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable.* Explore and evaluate a range of existing pencil pots.
* Design and make a pencil pot for use in the classroom.
* Evaluate each other’s products.
 | **Making Multimedia Stories****IT & Digital Literacy, Text, Graphics, Multimedia and Storytelling*** Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
* Recognise common uses of information technology beyond school.

Write and create a story and bring it to life with sound and animation.*E Safety: To rate and review informative websites.* | **Technology Unit** | **PE Hub Run, Jump, Throw Unit 1*****Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities**** Develop power, agility, coordination and balance over a variety of activities.
* Can throw and handle a variety of objects including quoits, beanbags, balls, hoops.
* Can negotiate obstacles showing increased control of body and limbs.

**Swimming**Working with North Tyneside swimming coaches developing swimming technique and competency in the water. |

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| **Year 2 Summer 1** |
|  | **Music** | **RE** | **French**  | **PSHCE** |
| **Inventors, Inventions and Machines** | **Charanga – Friendship Song*** Warm-up Games
* Flexible Games (optional)
* Sing the song Friendship Song
* Play instrumental parts
* Improvise
* Play composition(s) within the song and perform final piece

**Wider Opportunities - Charanga Recorder Course**Learn the basics of how to play musically, the language of music and the first three notes; B, A and G. | **Christianity – Church*** Exploring the idea of special places and feelings associated with them.
* Understanding that faith communities have special places of worship.
* Understanding what the term Church means.
* Finding out what Christians do when they go to church, building on previous ‘Godly Play’ visits to local church.
* Recognising and understanding some of the items of significance used in religious worship and lifestyle, exploring how they are used.
* Exploring the role of a Christian minister.
 | **Topic – L’Homme en Pain d’Epices.****Focus –** * Simple Sentences
* Connectives
* People and Animals

**Vocabulary –*** La grand-mere
* Le grand-pere
* Le fermier
* Le cochon
* Le renard
* La vache
* Je veux te manger.
* Vous ne pouvez pas m’attraper.
* Saute sur mon dos.
 | **Growth** * Know we change as we grow and what we need to grow healthily. Link to work in Science
* Learn that all living things reproduce, eat, drink, make waste and die. Revisit how we change

**Plants*** Through Science know that plants also have needs. Understand that we need to look after our environment. Appreciate a good environment. Observe local surroundings and suggest improvements.

Seals theme – Relationships **E-Safety education – Hectors World** |

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| **Year 2 Maths Summer 2** |
|  | Topic |  Maths Objective |
| Number and place value: estimating, counting, comparing and ordering quantities  | * Recognise the place value of each digit in a 2-digit number (tens, ones).
* Identify, represent and estimate numbers using different representations, including the number line.
* Compare and order numbers from 0 up to 100; use <,> and =signs.
* Read and write numbers to at least 100 in numerals and in words.
* Use place value and number facts to solve problems.
 |
| Addition and subtractions: using partitioning and sequencing | * Solve problems with addition and subtraction:
* Use concrete objects and pictorial representations, including those involving numbers, quantities and measures.
* Apply their increasing knowledge of mental and written methods.
* Add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit number.
* Recognise and use inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
 |
| Fractions: finding fractions of quantities, shapes and sets of objects | * Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
* Calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication, division and equals signs.
* Recognise and use the inverse relationship between multiplication and division in calculations.
* Solve problems involving multiplication and division, using materials arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
 |
| Finding fractions of quantities, shapes and sets of objects | * Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4.
* Write simple fractions e.g. 1/2 of 6=3 and recognise the equivalence of two quarters and one half.
 |
| Geometry: position and direction | * Order and arrange combinations of mathematical objects in patterns.
* Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns and movement in a straight line.
* Compare and sequence intervals of time.
* Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
 |
| Solving problems by gathering data and representing in tallies, tables, pictograms and block diagrams | * Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
* Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
* Ask and answer questions about totalling and compare categorical data.
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| **Year 2 Summer 2** |
|  | **History** | **Geography** | **Science** |
| **What is the weather like?** | **Geography Unit** | **Contrasting Weather Patterns*** Identify the location of hot and cold areas of the world in relation to the equator and the north and south poles.
* Identify daily weather patterns in the UK and compare to hot and cold.
 | **Wow Science Activities:*** Perform a simple test.
* Recognise that questions can be answered in a range of ways.
* Observe closely using simple equipment.
* Sort objects using observable features (non-statutory).
* Gather and record date to help in answering a question.
* Use their observations and ideas to suggest answers to questions.
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| **Year 2 Summer 2** |
|  | **Technology** | **Computing** | **Art** | **PE** |
| **What is the weather like?** | **Art Unit** | **All About Algorithms****Computer Science, Computational thinking*** Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instruction.
* Create and debug simple programs.
* Use logical reasoning to predict the behaviour of simple programs.
* Recognise common uses of information technology beyond school.

Build on previous programming work on direction. Look at other examples of sequencing activities for creating algorithms. Introduce building and programming with Lego WeDo.*E Safety: To apply our knowledge of safe and sensible online activities to different situations.* | **Form** To use sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.3D experience, rigid and malleable materials* Awareness of natural and man made forms and environments
* Expression of personal experiences and ideas in work
* Shape and form from direct observation
* Use a range of tools for shaping, mark making, etc.
* Construct from clay
* Replicate patterns and textures in a 3-D form.
* Use a range of decorative techniques: applied, impressed, painted, etc.
* Begin to make simple thoughts about own work and that of other sculptors.
 | **PE Hub Run, Jump, Throw Unit 2*****Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities**** Improve running and jumping movements, work for sustained periods of time.
* Reflect on activities and make connections between a healthy active lifestyle.
* Experience and improve on jumping for distance and height.

**Swimming**Working with North Tyneside swimming coaches developing swimming technique and competency in the water. |

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| **Year 2 Summer 2** |
|  | **Music** | **RE** | **French**  | **PSHCE** |
| **What is the Weather Like?** | **Charanga Reflect, Rewind and Replay*** Warm-up games
* Composition activity
* Rhythm Grid work
* The Language of Music
* Rewind and Replay (Revision) - revisit all the songs from the year

**Wider Opportunities - Charanga Recorder Course**Learn the basics of how to play musically, the language of music and the first three notes; B, A and G. | **Judaism - The Synagogue*** Understanding that a Synagogue is a ‘house of assembly’ where Jewish people gather to pray.
* Describing and explaining the significance of some special objects associated with the synagogue – the ark, Torah scrolls etc
* Explaining how they are used in worship.
* Exploring the role of the Rabbi.
* Visiting a local synagogue – Gateshead or Gosforth.
 | **Topic – Jaques et l’ haricot magique****Focus –** * Simple nouns and verbs from Jack and the Beanstalk.

**Vocabulary –*** L’ haricot
* Le marche
* Le sac
* Le geant
* Le chateaux
* La porte
* La poule
* L’ harpe
 | **Young Enterprise- Our Family*** Consider our families – their basic living needs and wants. Discover where to satisfy these needs and begin to realise the difficult decisions that families have to make in order to pay for them.

**Keeping Healthy*** Consider how to keep healthy and about the impact of exercise can have on our lives

**What have we enjoyed and learned?*** understand the years work and look to the next. Celebrate success and to set personal targets for next year

**Seals theme for 2nd half of term – Changes**  **E-Safety education – Hectors World****Addressing prejudice and difference –** Ientify and respect the differences and similarities between people. (Pupils understand that not all children live with have a mum and a dad and that they might have important people in their lives who are gay and pupils respect these differences) |