

Year 2

Curriculum Plan



Year 2 Autumn 1
Topic- Beside the Seaside

History

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.**

Geography

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; and use and construct basic symbols in a key

Visit Whitley Bay seashore , town centre and Brierdene

Science

Observe using a microscope/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.

hand lens.

Possible visits: Whitley Bay seashore; Brierdene; School grounds

Technology

Aspect of D&T

Food – Cooking and Nutrition

Focus

Preparing fruit and vegetables

What could children design, make and evaluate?

fruit salads

fruit yogurt

fruit drinks

fruit jelly

fruit smoothies

vegetable salads

fruit and vegetable kebabs etc

Computing

Automated Lighthouse

understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

create an

d debug simple programs

use logical reasoning to predict the behaviour of simple programs

recognise common uses of information technology beyond school.

Light houses-use light house app on the ipads to look at the different sequences of light flashes etc for different light houses.

Make torches/use torches-children become the light house

2NXT-clock function to time when light comes on/goes off (on screen)

Write instructions/algorithms to make an identifiable light house sequence (physically)

Use cubelets-built it instruction- motor/light etc

Art

Drawing - 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 –shells, feathers etc
- 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;

- Georgia O'Keefe – shells
- Gaudi (architect)
- Edward Hopper (lighthouses became one of his most famous subjects)

PE

Games Unit 1 Y2

Throwing and catching games/ Inventing Games

Throw, catch and bounce in different ways when standing still or on the move.

Choose and apply skills to make up games.

Develop simple strategies for extending their skills.

Describe their game and teach it to their partner.

Dance Unit 2 Y2

The Cat, Balloons and Reach for the Stars

Use different levels, directions and speeds.

Touch, feel, listen to different stimuli in order to share language, ideas, images and initial movement responses.

Improvise an idea- display an immediate response

Choose appropriate movements to convey a dance idea.

Music

“I want to play in a band’

‘I want to play In a band’ is a rock song written especially for children. In this song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic rock songs.

Great Composers

Classical period:

The Great Composers topic contains classical repertoire from the Medieval Period until the turn of the 21st Century including works by some of the most famous western composers.

- **Haydn-The clock II Andante**
- **Beethoven-Moonlight Sonata**

Children will learn a variety of songs taken from ‘The Singing Strategy’ and ‘Charanga’

Children will learn a variety of songs linked to their Beside the Seaside topic.

RE

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

French

Sunderland Y2 Autumn Term Unit

Consolidate previously learnt language.

Revise numbers 1- 12 – un – douze

Revise simple colours rouge, bleu, jaune, vert, orange, blanc, noir, brun, gris, rose, violet

Revise days of the week

Learn to recognise, repeat and chant words for months.

PSHCE

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

Year 2 Autumn 2

Topic- Fireworks!

History

Great Fire of London and The Gun Powder 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

What can you find out about the Great Fire of Newcastle Gateshead?

Possible Visits: Discovery Museum - workshop investigation on the events of the Great fire of Newcastle and Gateshead in 1854.

Hear the story of the Great fire based on local accounts of the event

Events beyond living memory that are significant nationally or globally – Gunpowder Plot

Who 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.

Geography

- Locate Newcastle/Gateshead/London on a map
- Comparison of Tyne and Thames
- Locate landmarks
- Use compass directions
- Use Google Maps ariel views

Science

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

Technology

Aspect of D&T

Mechanisms

Focus

Sliders and Levers

What could children design, make and evaluate?

- class/group storybook
- poster
- display
- greetings card
- class/group information book
- storyboard etc.

Computing

An Introduction to Digital Art

- . recognise common uses of information technology beyond school.
 - . use technology purposefully to create, organise, store, manipulate and retrieve digital content
 - . use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet
- Use various digital art tools including importing photographs and manipulating them.

Colour Magic/2Paint/Sumo Paint-online free version

Art

Colour - 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

Suggested Artists:

Julie Bennett (artist) – see BBC bitesize clip

Colour Palette by Tony Cragg (artist)

Jan Griffier – Fire of London (artist)

PE

Games Unit 2 Y2

Making up games with a partner/ Aiming, hitting and kicking

Remember, repeat and link combinations of skills in a game.

Improve the co-ordination, control and consistency of their actions.

Use and vary simple tactics.

Observe, play and improve another person’s game.

Dance Unit 3 Y2

Friends, Bubbles and Shadows

Understand and perform simple basic travelling skills on feet.

Use change of direction

Work co-operatively in pairs to create a dance.

Understand and show the difference between “sad and happy” movements.

Recognise that dance is active and that changes occur in their bodies

Music

“I want to play in a band’

‘I want to play In a band’ is a rock song written especially for children. In this song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic rock songs.

Great Composers

Classical period:

The Great Composers topic contains classical repertoire from the Medieval Period until the turn of the 21st Century including works by some of the most famous western composers.

Beethoven-Moonlight Sonata

Telemann-Concerto for 2 Horns (vivace)

Children will learn a variety of songs taken from ‘The Singing Strategy’ and ‘Charanga’

Children will learn a variety of songs linked to their Christmas production

RE

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.

Meanings within Christmas and Hanukkah - The Gift of Giving and Receiving

Exploring 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

French

Sunderland Y2 Autumn Term Unit

Demonstrate understanding of weather expressions – Quel temps fait-il, il fait beau, il fait mauvais, il fait froid, il pleut, il neige etc.
Recognise and repeat some simple words related to winter clothing – un bonnet, une écharpe, un manteau, un pantalon, des bottes etc. Respond to question.

PSHCE

A Good Class

Know what a good class is, what spoils the class. Know what is right and wrong. Understand and agree the class rules.
Understand that we all have opinions, which are equally valued.

Family Life

Know that family and friends should care for each other.

Learn about the rituals associated with birth, marriage and death and the emotions involved.

Trust

Know what trust is and recognise the importance of friends and family.

Christmas

Identify what we are looking forward to. To begin to realise that we are very fortunate and that there are people in the world that do not receive what we do.

Seals theme for 2nd half of term

Getting On and Falling Out

Say no to Bullying

E-Safety education – Hector's World

Year 2 Spring 1
Topic- Living on an Island

History

No History Topic

Geography

Living on an Island

Human Geography study

What is life like on the Isle of Struay?

Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop

Can you make a map of the Island?

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key

Use simple compass directions (North, East, South and West) and locational and directional language (e.g. near, far, left and right) to describe the location of features and routes on a map

Devise a simple map and use and construct basic symbols in a key

Science

Weather and Seasons

Observe changes across the four seasons

Observe and describe weather associated with the seasons and how day length varies.

Ask simple questions and recognise that they can be answered in different ways.

Identify objects.

Perform simple tests.

Observe closely, using simple equipment.

Gather and record data to help answer a question.

Possible visits: invite meteorologist from BBC, Newcastle Uni. to school.

Technology

Aspect of D&T

Textiles

Focus

Templates and joining techniques

What could children design, make and evaluate?

glove puppet

finger puppet

simple bag

clothes for teddy/soft toy etc

fabric placemat etc

Link to work done in Art mecolor:accent5;mso-themeshade:191'>Observe closely, using simple equipment.

Gather and record data to help answer a question.

Possible visits: invite meteorologist from BBC, Newcastle Uni. to school.

Computing

Exploring Digital Sound-Katie Morag, The Island

. use technology purposefully to create, organise, store, manipulate and retrieve digital content

. use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet

. recognise common uses of information technology beyond school.

Children will have the opportunity to experiment with and apply learnt skills to at least 2 of these programs.

2explore, 2beat, 2play, 2sequence, Isleoftune.com, Audacity, ComposeWorld2

Art

Texture collage, weaving, threads, fibres, fabrics, surfaces, wood, clay

- Build on experiences in Year 1
- Develop skills of overlapping and overlaying to create effects.
- Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with.
- Simple appliqué work attaching material shapes to fabric with running stitches.
- Start to explore other simple stitches - backstitch, cross-stitch.
- Use various collage materials to make a specific picture.
- Textural interpretation linked to work done in Term 1

Suggested Artists:

- Textile Designers e.g. Sharon Porteous, Nancy Klos

PE

Athletics Unit one Y2(Multi skills)

- Use their bodies and a variety of equipment with greater control and co-ordination.
- Choose skills suitable for the challenges.
- Describe what their bodies feel like during different activities.
- Watch and describe what others have done.

Gym Unit H/K Y2

H- Parts High and Parts Low

- Travel and balance confidently showing different parts of the body high or low.
- Demonstrate being close to or far away from the floor and apparatus and show contrasts in shape and speed.
- Link three movements together smoothly in a planned sequence.
- Adapt and transfer work safely from the floor to apparatus.

Linking Movements Together

- Understand how different movements can be linked together smoothly.
- Plan sequences or patterns of three or more movements which they can remember and repeat.
- Recognise and use change in level, speed and direction.
- Compose and perform a simple sequence with a partner.
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Music

'In the Groove'

'In The Groove' is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week children will listen and learn a different style of In The Groove.

Wider Opportunities Recorder Course

Great Composers - Classical period:

The Great Composers topic contains classical repertoire from the Medieval Period until the turn of the 21st Century including works by some of the most famous western composers.

- Beethoven-Symphony no 5 in C minor (allegro con brio)

Children will learn a variety of songs taken from 'The Singing Strategy' and 'Charanga'

RE

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

French

Sunderland Y2 Spring Term Unit

Recognise names of fruit and vegetables, and start to use them – J'aime les orange, les bananes, les fraises, les poires, les pommes. Je n'amie pas.... Les carottes, les tomates etc.

PSHCE

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; effect 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

History

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

Possible Visits:

the RNLA Grace Darling Museum at Bamburgh –retell the famous story of Grace Darling, bringing the story of the rescue to life through costume and drama. The children become the main characters in the famous story, exploring the emotions involved and gaining an understanding of help and rescue.

Visit the Lifeboat station at Cullercoats

Research some more recent ‘Local Heroes’ – individuals either from or with strong links to the area who have made a significant contribution to the North East or the wider world over the past 60 years - see the Newcastle/Gateshead Local Heroes Trail

Geography

No Geography topic

Science

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).

Technology

Enquiry Based Learning Challenge

- Boat Builder Challenge

Computing

An Introduction To Animation

. recognise common uses of information technology beyond school.

. 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.

2Animate

iMotion HD for the i-pads

Borrow web cams from CLC

Art

Form

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 found junk materials – any model linked to theme
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.
Suggested Artists:
Thomas Heatherwick – How can a seaside building relate to the sea? (designer)
Hundertwasser
Anthony Gormley – Angel of the North (sculptor)

PE

Games Unit 3 Y2

Dribbling, Kicking and Hitting.

Children should learn to:

- To develop new skills relevant to specific games.
- To know and apply basic tactics and strategies for attacking play.
- To work co-operatively with another person in a team.
- To observe and select information to evaluate their own and other' work.

Gym Unit I/K Y2

I - Pathways, straight, zigzag, curving

- Travel confidently and competently in different ways and on different body parts.
- Understand and create different pathways and move in different directions.
- Link together three different movements showing contrasts in speed and level.
- Perform a limited range of skills with a partner.

K- Linking Movements Together

- Understand how different movements can be linked together smoothly.
- Plan sequences or patterns of three or more movements which they can remember and repeat.
- Recognise and use change in level, speed and direction.
- Compose and perform a simple sequence with a partner.

Music

In the Groove'

'In The Groove' is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week children will listen and learn a different style of In The Groove.

Wider Opportunities Recorder Course

Great Composers - Classical period:

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Beethoven-Symphony no 5 in C minor (allegro con brio)

Mozart-The marriage of Figaro:Overture

Children will learn a variety of songs taken from 'The Singing Strategy' and 'Charanga'

Research some more recent 'Local Heroes' – individuals either from or with strong links to the area who have made a significant contribution to the North East or the wider world over the past 60 years - see the Newcastle/Gateshead Local Heroes Trail

RE

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.**

French

Sunderland Y2 Spring Term Unit

Learn to recognise and repeat words previously taught words for parts of the face and respond to them with actions or by drawing
– les yeux, la bouche, le nez, les oreilles, les cheveux

PSHCE

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

History

No History Topic

Geography

Take a trip around the world
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?

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, continents and oceans studied at this key stage
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Weather and seasonal change
Which parts of the world are hot and which are cold?
Identify the location of hot and cold areas of the world in relation to the equator and the north and south poles

Science

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 data to help in answering a question.
Use their observations and ideas to suggest answers to questions.
Possible visits: Earsdon Garden Centre; Sunderland Winter Gardens

Technology

Aspect of D&T

Structures

Focus

Freestanding structures

What could children design, make and evaluate?

enclosures for farm or zoo animals

playground/park/garden furniture

bridges

playground equipment

furniture for story characters etc

Computing

Making Multimedia Stories

. recognise common uses of information technology beyond school.

. use technology purposefully to create, organise, store, manipulate and retrieve digital content

Investigate multimedia stories and create own linked to topic work.

2simple Talking Stories, 2create a story

Art

Printing fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc

Use printmaking as a means of drawing

Create order, symmetry, irregularity

Extends repeating patterns - overlapping, using two contrasting colours etc

Still prints with a growing range of objects, including manmade and natural printing tools

Talk simply about own work and that of other artists.

Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.

Suggested Artists:

Examples of fabrics from around the world

PE

Games Unit 4 Y2

Group Games and Inventing Rules

Develop and extend their sending and receiving skills.

Know rules for a game.

Develop simple group tactics.

Move actively and safely about the space and in teams.

Dance Unit4 Y2

Copy cat, Elsden Circle Dance and Circassian Circle

Copy and perform simple movements/ rhythmic patterns.

Understand that dance plays an important part in different cultures.

Recognise that dances have changed throughout history.

Understand that dances are active and changes will occur in their bodies.

Change and vary their actions.

Swimming

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

Music

Hey You'

'Hey You' is written in an old school hip hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise

Wider Opportunities Recorder Course

Great Composers - Classical period:

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- **Mozart-The marriage of Figaro:Overture**
- **Haydn-The trumpet concerto**

Children will learn a variety of songs taken from 'The Singing Strategy' and 'Charanga'

RE

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.

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

French

Sunderland Y2 Summer Term Unit

- Classroom commands – ongoing throughout: Levez-vous, Regardez, Asseyez-vous, Répétez, Écoutez.
- Use knowledge to take part in stories in French

PSHCE

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

History

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.

Throughout history, people have imagined and then created new things to make their lives better, easier, and more enjoyable.

From the wheel to penicillin to the computer, inventions continue to change the way we live. This unit introduces the children to the world of inventions — they'll learn about famous inventors, explore everyday inventions, discuss their ideas for the "Top 10" inventions of all time, and imagine a new invention for the next century.

e.g.

George Stephenson

Henry Ford

Logi Baird

Thomas Edison

and more recently....Berners Lee etc

Geography

No Geography Topic

Science

Electricity

identify common appliances that run on electricity

construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery

recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
recognise some common conductors and insulators, and associate metals with being good conductors

Alternative sources of energy
Set up a simple practical enquiry.
Record findings using drawings.

Technology

Aspect of D&T
Mechanisms
Focus
Wheels and axles

What could children design, make and evaluate?

- push/pull toys e.g. emergency service vehicle
- carnival float
- farm vehicles
- cars
- vehicles for imaginary/story character
- shopping trolley etc

Computing

All About Algorithms

- . 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
- . recognise common uses of information technology beyond school.

Direction sequences- 2Go or Beebots

Creating own robot instructions- understanding that instructions need to be precise. Brushing teeth, building a simple lego model etc.

WEDO logo- tweeting Birds Build lego model and write algorithm to control their movement and sound.

Art

Pattern (painted, printed, dyed, rubbed, imprinted, embossed etc.)
Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning,
Look at natural and manmade patterns and discuss.
Discuss regular and irregular – what does it mean?
Devise own motif as a single image using zigzag/straight/curved line pattern

Suggested Artists::

Vorticists school of artist who used machinery and industrialisation as inspiration for art eg Wyndham Lewis

PE

Gym Unit J/K Y2

J- Spinnng , Turning, Twisting

Turn, spin and twist on different body parts, showing control and co-ordination.

Understand that one part of the body must be “fixed” to create a twist.

Link together three movements showing contrasts in speed and level.

Use their understanding of turning, spinning and turning to adapt work safely from the floor to the apparatus.

K – Linking Movements Together

Understand how different movements can be linked together smoothly.

Plan sequences or patterns of three or more movements which they can remember and repeat.

Recognise and use change in level, speed and direction.

Compose and perform a simple sequence with a partner.

Athletics Unit Two Y2

Remember, repeat and link combinations of actions with greater control and co-ordination.

Choose equipment to help them meet the challenges set.

Describe what their bodies feel like during exercise.

Watch and describe what others have done.

Swimming

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

Music

'Hey You'

'Hey You' is written in an old school hip hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise

Wider Opportunities Recorder Course

Great Composers - Classical period:. The Great Composers topic contains classical repertoire from the Medieval Period until the turn of the 21st Century including works by some of the most famous western composers. Revisit:

Haydn-The clock II Andante

Beethoven-Moonlight Sonata

Telemann-Concerto for 2 Horns (vivace)

Beethoven-Symphony no 5 in C minor (allegro con brio)

Mozart-The marriage of Figaro:Overture

Haydn-The trumpet concerto

Children will learn a variety of songs taken from 'The Singing Strategy' and 'Charanga'

RE

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 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

French

Sunderland Y2 Summer Term Unit

Consolidation of all previously learnt language through various games and activities.

Use knowledge to take part in stories in French.

PSHCE

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
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Seals theme for 2nd half of term – Changes

E-Safety education – Hectors World

Addressing prejudice and difference – Identify 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)