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| **Y2** | **Geography - India** | | **History Local study: The History of Jodrell Bank** | | **History -The lives of children during World War 2** | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **WRITING** | Postcard  Comic strip  (Manju’s Magic Wishes)  Character Description (Under the Great Plum tree)  Setting Description (Chembakolli)  List poetry | Letter  (The Wolf, The Duck and The Mouse)  Instructions (Recipe – Indian Chutney)  Retell a known story  (The Wolf, The Duck and The Mouse)  Acrostic Poetry | Setting description  (The Tunnel)  Alternative ending  (The Tunnel)  Diary  (William – The Night Gardener)  Non-chronological report – Jodrell Bank | Book review  (Gorilla)  Non-chronological report – Dragons  Alternative ending  (The Dragon Machine) | Explanation – Tigers (There’s a Tiger in the Garden)  Narrative – retelling of a known story (Little Red)  Letter – Rapunzel  Letter - Evacuee (Spywatch) | Character description  (Spywatch/ Friend or Foe)  Recount of real event  (Trip to Air Raid Shelter)  Simple story retelling  (The Bear and The Piano)  Performance poetry (Message from the Moon) |
| **READING** | Little Wandle Reading  Moth by Isabel Thomas  Pip and Egg by Alex Latimer | Little Wandle Reading  Once Upon a Raindrop: The Story of Water by James Carter | Little Wandle Reading  The Night Gardener by Terry and Eric Fan  Where Do Clothes Come From? by Chris Butterworth | Grey Island, Red Boat by Ian Beck | Where do clothes come from? By Chris Butterworth | Message from the Moon and Other Poems by Hilda Offen |
| **MATHS** | Composition of multiples of 10 (10).  Counting and representing numbers 20 – 99 (5).  Comparing, ordering and partitioning 2-digit numbers (5).  Secure fluency of addition and subtraction facts within 10 (5). | Calculating within 20 (15).  Adding and subtracting 1s and 1s to and from 2-digit numbers (15). | Grouping objects in different ways and relating to multiplication (10)  Representing counting in 2s, 5s and 10s as the 2, 5 & 10 times tables (10).  Represent counting in 5s as the 5 times table and link to the 10 times table (10) | Represent counting in 5s as the 5 times table and link to the 10 times table (10)  Multiplying by 2, doubling and halving (factors & products).  Introduction to division structures (10) | Shape: Discuss and compare 2D and 3D shapes (10)  Money: recognise coins and use £ and p symbols (5) | Time: write and tell the time to five minutes (5)  Position and direction (5)  Sense of measure - capacity, volume and mass (10) |
| **SCIENCE** | **Biology - Living Things & Habitats Animals**  Identify that most living things live in habitats  Identify & name plants and animals in their habitats  Describe how animals obtain food  Food chains & different sources of food.  **Chemistry – Materials**  Identify and compare the suitability of a variety of everyday materials,  Find out how the shapes of solid objects made from some materials can be changed | | **Complete Materials**  **Biology – Animals, including humans**  Animals & humans, have offspring - grow into adults  Basic needs of animals/humans for survival  Importance of exercise, eating right amount of different food types, hygiene. | | **Biology - Plants**  Observe & describe how seeds and bulbs grow  Find out and describe what plants need  **Biology – Animals, including humans**  Importance of exercise, eating right amount of different food types, hygiene. | |
| **COMPUTING** | **Unit 2.2**  Online Safety  **eSafety** - Jessie and Friends resources | **Unit 2.3** Spreadsheets | **Unit 2.6**  Creating Pictures | **Unit 2.4**  Questioning  **eSafety** - Jessie and Friends resources | **Unit 2.1**  Coding | **Unit 2.8**  Presenting Ideas  **eSafety** - Jessie and Friends resources |
| **HISTORY** | History: relationship between India and UK, trade of tea historically – when it began, why | | **Local study**  **A Famous Landmark: The History of Jodrell Bank**  **Significant Individual: Sir Bernard Lovell** | | **The Lives of Children during World War 2**  The lives of significant individuals in the past who have contributed to national and international achievements - Winston Churchill What was his role during the war?  Evacuees in WW2 | |
| **GEOGRAPHY** | **India - Chembakolli**  Continents, locate countries, maps, birds-eye view, plan route, Compass points, draw maps, compare HC & Chembakolli  Main focus of Geography on Chembakolli  *Where is Mumbai?*  How is Mumbai connected to other places?  Why do people go to visit Mumbai? | | **Map skills**  Looking at maps of Holmes Chapel | | **Recap map skills**  WW2 allies and axis  Continents and countries | |
| **D.T** | **Food Technology**  Make Indian chutney  Cutting & knife skills, making & evaluating | | **Mechanisms (axles/wheels) - Dragon Machines**  Investigate different vehicles  Design, make & evaluate own vehicles | | **Textiles**  Sewing (art link - stitch) Hand Puppets (WW2 make do and mend) – Design, make & evaluate. | |
| **ART** | **Pattern (India)** paint, pencil, printing  Create a print – repeat patterns, overlap, irregular or irregular  Experiment by arranging, folding, repeating, overlapping regular and irregular patterning  Natural and manmade patterns  Discuss regular and irregular  **Printing: Press print (link with pattern)**  Print with a growing range of different objects - man-made and natural objects  •Identify the different forms printing takes  Discuss regular and irregular shapes  Experiment with over printing and colour | | **Drawing**  Drawing – pencil, charcoal, chalk – Trees  Sketch to make a quick records  Draw leaves using different media on different surface  Experiment with tools and surfaces  Draw lines from observation  Study artists Monet – Purple Mash IT link.  Link to trees – The Night Gardener  **Colour**  Paint different trees using poster paints, draw and colour trees in pencil crayon  Shadows  Tones  Describe colours  Make as many tints as possible using white poster paint/watercolour paint  Darken colours using black poster paint/watercolour paint to create shades.  Large class collage of a tree using magazine pictures Collect, sort and match colours to create an image –  Use colour on a large scale | | **Texture: Stitch Linked to DT & WW2**  Children sew a puppet toy using:  Overlapping and overlaying to create effect  Cut and shape fabric using scissors  Use large-eyed needles – running stitches  Simple applique work  Glue eyes and hair  Start to explore other simple stitches  Show awareness of contrasts in textures and colours  Fabrics used are felt, wool, cotton,  For texture – buttons, thread, wool  **Form: Sculpture** –Barbara Hepworth  Explore sculpture of malleable materials and manipulate malleable materials for a purpose using……  An awareness of natural and manmade forms  Shape, form, texture & sensory qualities of materials.  Decorative techniques  3D form  Learning about work of sculptors and different kinds of sculptures | |
| **MUSIC** | *Improvising/exploring, Listening*  **Music Express**  **Autumn 1 Unit 3** – Our Land  Explore timbre, texture Identify ways of producing sounds (pluck, shake, strike)  Match descriptive sounds to images  Explore timbre and texture  *Listening****,*** *Appraising*  **Autumn 2 Through Christmas performance and other opportunities e.g. Jubilee singing.**  Develop the use of vocal sounds to express feelings.  Chant and sing in 2 parts. | | *Singing/ Playing instruments*  **Music Express**  **Spring 1 Unit 8** – Seasons  Sing with expression paying attention to the pitch of a melody.  Accompany a song with vocal, body percussion and instrumental ostinato.  Identify rising and falling pitch. | | **Summer 1**  Recorder tuition – learn finger positions and names for 3 notes.  Relate 3 notes to positions on the staff notation  (using letter names).  Understand and play from simple notation.  Use 3 notes to create a short piece of music.  *Composing, Appraising*  **Summer 2 Music Express**  **Unit 9** -Weather  Perform a rhythmic chant. Play independent rhythm.  Listen in detail to orchestral piece.  Compose music to illustrate a story. | |
| **PHYSICAL EDUCATION** | Indoor: Bollywood Dance  Outdoor: Movement Skills | Indoor: Gymnastics- Stretching, Curling & Arching  Outdoor: Net & Wall Game Skills | Indoor: Gymnastics- Pathways- Straight, Zipzag & Curving  Outdoor: Target Games | Indoor: Gymnastics- Spinning, Turning & Twisting  Outdoor: Invasion Games Skills | Indoor: Sports Day practice - outdoors  Outdoor: Athletics | Multi-skills  Outdoor: Athletics  Outdoor: Striking & Field Game skills |
| **RELIGIOUS EDUCATION** | **Religion:** Christianity  **Theme:**  What did Jesus teach?  **Key Question:**  Is it possible to be kind to everyone all of the time? | **Religion:** Christianity  **Theme:**  Christmas - Jesus as gift from God  **Concept:** Incarnation  **Key Question:**  Why do Christians believe God gave Jesus to the world? | **Religion:** Islam  **Theme**:  Prayer at home  **Key Question:**  Does praying at regular intervals help a Muslim in his/ her everyday life? | **Religion:** Christianity  **Theme:**  Easter - Resurrection  **Concept:** Salvation  **Key Question:**  How important is it to Christians that Jesus came back to life after His crucifixion? | **Religion:** Islam  **Theme:**  Community and Belonging  **Key Question:**  Does going to a Mosque give Muslims a sense of belonging? | **Religion:** Islam  **Theme:**  Hajj  **Key Question:**  Does completing Hajj make a person a better Muslim? |
| **PSCHE** | What makes a good friend?  Friendships, feeling lonely, saying sorry, conflict, qualities of a good friend. | What is bullying?  Rude, mean or bully, Is this bullying scenarios, Cyber bullying | What helps us to stay safe?  Where and why there are rules, devise rules for a game, recognise risk, resist pressure, not everything they see online is true or trustworthy | What can help us grow and stay healthy?  Help our bodies to be health, sugar can affect their health, being physically active, how much rest and sleep to have, different ways to learn and play, using screen devices, sunshine helps bodies to grow, how to keep safe and well in the sun | What jobs do people do?  Different jobs, skills and interests to help do a job, teamwork, qualities, jobs they might like to do when they grow up, technology all around us | How do we recognise our feelings?  Recognise, name and describe a range of feelings, physical feelings, emotions, situations can make us all feel different, recognise when they might need help with feelings, recognising big & little feelings, asking for help |
| **VISITS** | Village Walk |  | Library Visit | Visit local church |  | Trip to Stockport Air Raid Shelters  (History - WW2) |