

Year 2	School Global theme	Relationships		Living in the Wider World		Health and Well-Being	
	Significant Person						
	Anchor Point (Locality Study)			Dover town- port, harbour, high street (linked to History, comparison to America)			
	National & whole school events	Art Week Harvest	Children in Need Christmas Craft Day Nativity / Carol Service	Mental Health Week Shrove Tuesday	World Book Day Science Week Comic Relief Easter	World Earth Day Book Week	Sports Week Enterprise Week
	Assemblies	Harvest	Anti-Bullying Week Remembrance Day	Safer Internet Day	Easter	Book Week	Health and Well Being Sports Week
	Theme						
	Term	Term 1 (8 weeks)	Term 2 (7 weeks)	Term 3 (6 weeks)	Term 4 (6 weeks)	Term 5 (5 weeks)	Term 6 (5 weeks)
	English	Discussion text Instructions Narrative Non-chronological Persuasion Poetry Recount		Discussion text Instructions Narrative Non-chronological Persuasion Poetry Recount		Discussion text Instructions Narrative Non-chronological Persuasion Poetry Recount	
	Quality Text						
	Mathematics	Collins: Busy Ant Units 1 to 4 Number and place value Addition and subtraction 2D shapes Multiplication and division Measurement – length and height Multiplication and division Number and place value Position and direction – patterns, sequences and vocabulary Multiplication and division Number and place value Fractions Measurement - time		Collins: Busy Ant Units 5 to 8 Number and place value Addition and subtraction Measurement – money 2D and 3D shapes Multiplication and division Number and place value Measurement – mass Addition and subtraction Measurement – money Statistics – tally charts and tables Multiplication and division Number and place value Fractions Measurement – volume and capacity		Collins: Busy Ant Units 9 to 12 Number and place value Addition and subtraction Position and direction Multiplication and division Number and place value Measurement, incl temperature Addition and subtraction Statistics – pictograms, block diagrams and tables Multiplication and division Number and place value Fractions Measurement - time	
Science	Uses of everyday materials <ul style="list-style-type: none"> 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 using their observations and ideas to suggest answers to questions -why items/ materials are used 		Living things and their habitats <ul style="list-style-type: none"> 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 identify and name a variety of plants and animals in their habitats, including microhabitats 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 <i>identifying and classifying- 4 Carroll/ flow chart</i> <i>asking simple questions and recognising that they can be answered in different ways- Questions to identify living/ dead etc</i>		Plants <ul style="list-style-type: none"> 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 <i>observing closely, using simple equipment – comparative test – light/ dark/ water</i> <i>performing simple tests</i>		Animals, including humans <ul style="list-style-type: none"> 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 <i>gathering and recording data to help in answering questions – heart rate test</i>

Geography	<ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including soil, valley, vegetation, hot area, cold area, mountain key human features, including city, town, village, port, harbour <p><i>recapping Y1 skills in enquiry, map skills, human and physical features, locational knowledge, (Fieldwork Opportunity)</i> <i>build on skills in previous term- comparison London then London now, landmarks, infrastructure etc. Compared to Dover- town vs city</i></p>		<p>Focus Area: Contrast America and UK</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including soil, valley, vegetation, hot area, cold area, mountain key human features, including city, town, village, port, harbour use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles name and locate the world's seven continents and five oceans <p><i>human and physical features, map skills</i></p>			<ul style="list-style-type: none"> use simple compass directions [North, South, East, West] to describe the location of features and routes on a map <p><i>map work, direction orienteering linked to sports week</i></p>
History	<p>The Great Fire of London</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally <p><i>historical enquiry, historical interpretation, understanding of events, people and changes, chronological understanding</i></p>		<p>Explorers: Christopher Columbus and Neil Armstrong</p> <ul style="list-style-type: none"> 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 <p><i>understanding of events, people and changes, historical enquiry, historical interpretation</i></p>		<p>The Royal Family</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life significant historical events, people and places in their own locality. <i>understanding of events, people and changes</i> 	
Art	<p>Chosen Media: textiles/collage and 3D Form (clay)</p> <ul style="list-style-type: none"> use a range of materials creatively to design and make products about the work of a range of artists describing the differences and similarities between different practices and disciplines and making links to their own work. <p><i>Thread a needle, sewing, manipulate clay</i> <i>Thumb pots, coil pots, tiles, tapestry linked to History</i></p>		<p>Chosen Media: 3D Form (recyclable materials) and painting</p> <ul style="list-style-type: none"> use a range of materials creatively to design and make products about the work of a range of artists describing the differences and similarities between different practices and disciplines and making links to their own work. <p><i>Colour mixing with primary and secondary colours, paint techniques</i> <i>mixing media, 3D models for explorers linked to History</i></p>		<p>Chosen Media: drawing</p> <ul style="list-style-type: none"> use drawing to develop and share their ideas, experiences and imagination <p><i>explore and develop ideas using sketchbooks, portraits linked to History topic</i></p>	
D&T	<p>Textiles</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p><i>cutting material, weaving techniques (same skills as Art)</i> <i>linked to History and Art</i></p>		<p>3D Form</p> <ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials and ingredients build structures, exploring how they can be made stronger, stiffer and more stable generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology explore and evaluate a range of existing products <p><i>developing, planning and communicating ideas, evaluating processes and products</i> <i>linked to building dens/habitats in Science, linked to modelling in Art</i></p>		<p>Food Tech</p> <ul style="list-style-type: none"> select from and use a wide range of materials and components, including ingredients <p><i>basic food hygiene, food processes and personal hygiene</i> <i>linked to Science, where food comes from, nutrition, healthy lifestyle etc.</i></p>	
MFL						
PE	<p>Squash</p> <p>Agility, Balance, Coordination /Multi-Skills (Sportshall Athletics Activities)</p>		<p>Gymnastics</p> <p>Dance</p>		<p>Games Cricket Focus (Striking and Fielding Tactics)</p> <p>Athletics</p>	
	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> perform dances using simple movement patterns. 		<p>SPORTS WEEK/SPORTS DAYS</p> <ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending 	
Computing	<ul style="list-style-type: none"> recognise common uses of information technology beyond school <p><i>research, understanding technologies,</i></p>		<ul style="list-style-type: none"> 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. <p><i>online safety</i> <i>linked to Safer Internet Day and PSHE</i></p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content <p><i>digital images, sound and music linked to History and Geography research, art links with modifying pictures, recording speeches Music, History and English</i></p>		<ul style="list-style-type: none"> 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 <p><i>understanding technologies, coding and algorithms, data handling, research</i></p>	
Music	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes 		<ul style="list-style-type: none"> play tuned and untuned instruments musically <p><i>performing skills: instruments, aural and theoretical knowledge, explore instruments</i></p>		<ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	

		<i>personal development, performing skills: singing, cultural development music studied: tradition, cultural and popular</i> <i>Nativity/Christmas performances, singing popular UK songs</i>		<i>evaluation, music ICT</i> <i>recording speeches, national anthem</i> <i>comparison to America</i>	<i>performing skills: instruments, composing,</i> <i>create a piece of music</i>
RE		<ul style="list-style-type: none"> Christianity – stories, beliefs, sacred books (Bible) 	<ul style="list-style-type: none"> Islam – stories, beliefs, traditions, festivals 	<ul style="list-style-type: none"> Christianity and Islam – people’s behaviour (comparison) 	<ul style="list-style-type: none"> Christianity and Islam – celebrating special times (comparison)
RSE		Families and Friendships Safe Relationships Respecting Ourselves and Others	Belonging to a Community Media Literacy and Digital Resilience Money and Work	Physical Health and Mental Wellbeing Growing and Changing Keeping Safe	