

The first 2 weeks of term
setting up rules and routines
Supporting children to use the
environment
Growth mind-set
Learner habits
Introduce whole School theme—
High expectations and learner
habits.

National curriculum learning objectives:

Science -

notice that animals, including humans, have offspring
which grow into adults
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

Enquiry/ Experiences/Events

Food in different countries/ cultures
Daily Mile.
Market Stall every week.
Visits to the UEA Sportspark for Gym sessions.
Visits to Ivy Court Care Home.
Visit SCVA Go Go Hares Project.
Weekly Ukelelle lessons.

Theme Where in the World?

High expectations

Year 2
Autumn 2017
Part 1

PSHE/SEAL -New Beginnings

The difference between secrets and surprises
and understanding not to keep adults' secrets.
To know that we have adults we can trust and
talk to if we are worried.
Recognizing that choices that I make have
good or not so good consequences.
To contribute to the life of the class and the
school;
To recognise how their behaviour affects
other people;
To identify and respect the differences and
similarities between people; that family and
friends should care for each other.

Additional planning for English,
Maths and continuous provision
separately

History - changes within living memory. Where appropriate these should be used to reveal aspects of change in national life
Computing - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies
Art- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
D&T- use the basic principles of a healthy and varied diet to prepare dishes
understand where food comes from
Geography - name and locate the world's seven ,and five oceans, use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
PE - 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, participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.
Music- use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned (ukuleles) and untuned instruments musically . Listen with concentration and understanding to a range of high-quality live and recorded music .

The first 2 weeks of term
Diwali day
SAW project
Growth mind-set
Learner habits
Introduce whole School theme—
High expectations and learner habits.

National curriculum learning objectives:

Science -

identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (recycling) find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (recycling)

explore and compare the differences between things that are living, dead, and things that have never been alive

Enquiry/ Experiences/Events

Homes in different countries/ cultures
Visit from China
Daily Mile.
Market Stall every week.
Visits to Ivy Court Care Home.
Weekly Ukelele lessons.
Campfire Assembly.
Hippodrome
Christmas stories from around the world
Christmas Production

Theme Homes around the World Year 2 Autumn 2 2017 Part 1

PSHE/SEAL—Getting on and

Falling out To share opinions on things that matter to them and explain their views;
To recognise choices they can make, and recognise the difference between right and wrong;
To recognise how their behaviour affects other people;
To identify and respect the differences and similarities between people;
That family and friends should care for each other;
That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Additional planning for English,
Maths and continuous provision
separately

History— events beyond living memory that are significant nationally or globally
Computing - recognise common uses of information technology beyond school
Art- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
D&T- 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
Geography - name and locate the world's seven continents and five oceans, use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
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
PE - perform dances using simple movement patterns
Music- use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned (ukuleles) and untuned instruments musically . Listen with concentration and understanding to a range of high-quality live and recorded music .

The first 2 weeks of term
Growth mind-set
Reduce Reuse Recycle
Bouncing back and being resilient
Introduce whole School theme—
Setting goals and being persistent

National curriculum learning objectives:

Science -

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
find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
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.

Enquiry/ Experiences/Events

Daily Mile.
Chinese new year
Mythical creatures
Market Stall every week.
Visits to Ivy Court Care Home.
Visit SCVA Go Go Hares Project.
Weekly Ukelelle lessons.
Visit to Africa Alive.

Theme Animal Kingdom

Year 2
Spring 1 2017

PSHE/SEAL -Going for Goals

To recognize, name and deal with their feelings in a positive way.
To think about themselves, learn from their experiences and recognize what they are good at.
To know how to set a simple goal
To recognize how their behavior affects other people

History- significant historical events, people and places in their own locality
Computing - use technology purposefully to create, organise, store, manipulate and retrieve digital content
Art- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
D&T- build structures, exploring how they can be made stronger, stiffer and more stable
explore and use mechanisms, in their product
Geography - use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

PE - 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, participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.
Music- use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned (ukuleles) and untuned instruments musically . Listen with concentration and understanding to a range of high-quality live and recorded music .

Additional planning for English, Maths and continuous provision separately

The first 2 weeks of term
Managing feelings
Supporting children to use the environment
Growth mind-set
Learner habits
Introduce whole School theme—

National curriculum learning objectives:

Additional planning for English, Maths and continuous provision separately

Science -

Identify and name a variety of plants and animals in their habitats, including microhabitats.

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.

Enquiry/ Experiences/Events

Instruments in orchestra/sounds they make
Make animated videos
Pesach day
Daily Mile.
Market Stall every week.
Visits to Ivy Court Care Home.
Visit to church
Visit SCVA Go Go Hares Project.
Weekly Ukelelle lessons.

Theme Carnival of the Animals Year 2 Spring 2 2017

PSHE/SEAL -Good to be me

To recognise, name and deal with their feelings in a positive way;
To think about themselves, learn from their experiences and recognise what they are good at;
How to set a simple goal;
To contribute to the life of the class and the school;
To listen to other people and work and play cooperatively;
To identify and respect the differences and similarities between people;

History- 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

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

Art- learn about the work of a range of artists, craftmakers and designers describing the differences and similarities between different practises and disciplines and making links to their own work.

to use a range of materials creatively to design and make products

D&T- design purposeful, functional, appealing products for themselves and other users based on design criteria

explore and evaluate a range of existing products
evaluate their ideas and products against design criteria

Geography - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Use simple compass directions (North, South, East and West) and directional language to describe the features and routes on a map.
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

PE - perform dances using simple movement patterns

Music- use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned (ukuleles) and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. experiment with, create, select and combine sounds using the interrelated dimensions of music

The first 2 weeks of term
setting up rules and routines
Supporting children to use the
environment
Growth mind-set
Learner habits
Introduce whole School theme—
High expectations and learner
habits.

National curriculum learning objectives:

Science -

describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

compare how things move on different surfaces

Enquiry/ Experiences/Events

Daily Mile.
Buddha day
Market Stall every week.
Visits to Ivy Court Care Home.
Visit SCVA Go Go Hares Project.
Weekly Ukelelle lessons.

Theme Sporting Heroes Year 2 Summer1 2017

PSHE/SEAL -Relationships

To share opinions on things that matter to them and explain their views;
To think about themselves, learn from their experiences and recognise what they are good at;
How to set simple goals
To take part in discussions with one other person and the whole class;
To realise that people and other living things have needs, and that they have responsibilities to meet them;
To listen to other people, and play and work cooperatively

History— 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
Computing - create and debug simple programs
Art- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
Learn about the work of a range of artists, craftmakers and designers describing the differences and similarities between different practises and disciplines and making links to their own work.
D&T- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
Geography - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
PE - 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, participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.
Music- use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned (ukuleles) and untuned instruments musically . Listen with concentration and understanding to a range of high-quality live and recorded music .

Additional planning for English, Maths and continuous provision separately

The first 2 weeks of term
Managing change for the better
Supporting children in transition
Growth mind-set
Learner habits
Introduce whole School theme—

National curriculum learning objectives:

Science -

identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (recycling) find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (recycling)

Enquiry/ Experiences/Events

Daily Mile.
Market Stall every week.
Norfolk Show
Sports Day
Visits to Ivy Court Care Home.
Visit SCVA Go Go Hares Project.
Weekly Ukelelle lessons.
Residential
Leavers Assembly.

Theme World Cup Year 2 Summer 2 2017

PSHE/SEAL -Changes / Moving on

To think about themselves, learn from their experiences and recognise what they are good at;
How to set simple goals
To take part in discussions with one other person and the whole class;
To recognise choices they can make, and the difference between right and wrong;
That they belong to various groups and communities, such as family and school;
About the process of growing from young to old and about people's needs change
To recognise how their behaviour affects other people;
To listen to other people and work and play cooperatively;
To identify and respect the differences and similarities

Additional planning for English, Maths and continuous provision separately

History— events beyond living memory that are significant nationally or globally

Computing - use logical reasoning to predict the behaviour of simple programs

Art- to use a range of materials creatively to design and make products
to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

D&T- 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

Geography - use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

PE - 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, participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.

Music- use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned (ukuleles) and untuned instruments musically . Listen with concentration and understanding to a range of high-quality live and recorded music . experiment with, create, select and combine sounds using the interrelated dimensions of music