

YEAR TWO 2021-2022

Here are our links to our English and Maths curriculum overviews:

[Year 2 21-22 Long Term Maths Plan](#) Maths

[Year 2 21-22 Long Term English Plan](#) English

There are many occasions when we are able to teach and embed the National Curriculum objectives through our routines and continuous provision. This attached document highlights the ways in which the staff facilitate and teach the objectives daily as we understand that learning takes place all of the time and that no learning opportunity should ever be wasted.

Autumn 1 Enquiry: What would a house look like in 1666?

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.

The children will look at houses in 1666, exploring the materials used to make them and their suitability for house building. The children will design and build a house from 1666, using cardboard, straw, paint and glue.

Children will compare building materials in 1666 to building material now. The children will have the opportunity to design their ideal house - thinking about the suitability of different material for house building, e.g. is it waterproof? Is it strong?

History

To know about events beyond living memory that are significant nationally or globally. To know about the lives of significant individuals in the past who have contributed to national and international achievements.

The children will explore what happened in London in 1666, looking at the conditions that lead up to The Great Fire of London, what happened over the 6 days of the fire and what happened afterwards. The children will compare London in 1666 and London today, looking at how houses are made, the city layout and significant buildings. They will look at significant individuals from The Great Fire of London, such as Thomas Farriner, Samuel Pepys, Jane Edwards, King Charles II and Sir Christopher Wren.

Geography
To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. To use world maps, atlases and globes to identify the United Kingdom and its countries.

The children will use maps and atlases to explore the UK, identifying the four countries, the capital cities and its surrounding seas. They will then focus on England and its capital city, finding where this is and its location in relation to Norwich.

RE

Why is light an important symbol of many religious believers? (Christianity, Islam and Sikhism)

PE

Perform dances using simple movement patterns. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities

Dance

Gymnastics

ICT

To use technology purposefully to create, store, manipulate and retrieve digital content. To recognise common uses of information technology beyond the 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.

We are animators. The children will understand how animation works, use storyboards to plan an animation and create their own characters, props and background for an animation. They will film their stop-motion animation and provide constructive feedback to their peers.

Art & Design

To use drawing, painting and sculpture to develop and share their ideas, experiences and imaginations. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Textiles from the Suffolk Art Scheme.

The children will explore different ways to change textiles, including dip dyeing and printing.

Design & Technology

To design purposeful, functional, appealing products for themselves and other users based on design criteria. To select from and use a range of tools and equipment to perform practical tasks. To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. To evaluate their ideas and products against design criteria. To build structures, exploring how they can be made stronger, stiffer and more stable.

The children will design and build houses from 1666, using material to mirror what they would have used to build houses in the 17th century. They will then design their ideal house, thinking about what materials they will choose and evaluating their designs against a class list of what makes a good house/shelter.

The children will be introduced to the construction area, where anything made must be designed first, built carefully and evaluated.

RSE

Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.

My feelings. The children will share what makes them special and hearing what others think makes them special. They will set new goals for themselves.

PSHE

New beginnings: Sharing our feelings positive and negative. Recognising behaviour and that feelings and bodies can be hurt.

Music

To use their voices expressively and creatively by singing songs and speaking chants and rhymes.

The children will learn songs about The Great Fire of London, using sign along and canons.

Listen with concentration and understanding to a range of high-quality live and recorded music.

The children will listen to a range of music from around the world and from different periods of time each week.



Autumn 2 Enquiry: What is it like to be an author?

Science

To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

The children will look at how books are made and what materials are needed to make books. The children will explore what processes these materials go through to make books and why paper is a suitable material for book making. In order to explore this, children will test other materials for the book making process, can they be folded, cut and squashed to make a book. The children will explore different objects, discovering what material has been used to make them and whether that material can be squashed, bent, twisted or stretched. Using this information, children will analyse why certain materials are used for particular objects.

History

Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.

Remembrance day (Thursday 11th November). The children build on their knowledge about Remembrance Day, things about the different conflicts which have led to people giving their lives for our national safety and why we remember them. They will explore all of the individuals we remember at this time, including nurses, doctors, the home front, land girls, army chefs, stretcher carriers etc.

Geography

To 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.

The children will explore the settings of the books we are exploring this term. For each book they will identify whether it takes place in a city, the countryside or on the coast, identifying key features of each of these areas.

RE

What does the nativity story teach Christians about Jesus? (Christianity)

Christmas and the Christian performance (Christianity)

16th January - World Religion Day

PE

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities

Ball skills.

Fundamentals.

ICT

To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute them by following precise and unambiguous instructions. To create and debug simple programs. To use logical reasoning to predict the behaviour of simple programs.

We are astronauts. The children will plan a sequence of instructions to move sprites in Scratchjr. They will create, test and debug programs for sprites, work with input and output, use repetition in their programs and design costumes for their sprites.

Art & Design

To use drawing, painting and sculpture to develop and share their ideas, experiences and imaginations. 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, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Painting from the Suffolk Art Scheme.

The children will develop brush control and pattern making to produce paintings based on the work of Anthony Frost.

Design & Technology

To design purposeful, functional, appealing products for themselves and other users based on design criteria. To select from and use a range of tools and equipment to perform practical tasks. To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. To explore and evaluate a range of existing products. To evaluate their ideas and products against design criteria.

The children will explore the book making process, looking at how books are made. They will then explore how to create their own books, thinking carefully about the materials they use.

Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.

Cooking: for Christmas. Making gingerbread that stand up by themselves. They will explore where ingredients come from and why they are used in Winter.

RSE

Pupils can recognise how they grow and will change as they become older.

My body. The children will think about their life cycle, from the development of the baby in the womb to old age.

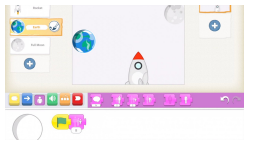
PSHE

It's OK to be me: Respecting similarities and differences in others. Recognising groups/communities the children belong to.

Music

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

The children will learn songs for the Christmas production.



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Spring 1
Talk for writing: How to Trap a Dragon.

Science
To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. The children will explore what it means to be healthy. The children will begin by exploring different food types and how we can have a balanced diet. The children will then explore the importance of hygiene, including washing, brushing your teeth and preventing the spread of germs. The children will also explore what happens to the human body during exercise and why regular exercise is part of a healthy lifestyle.



History
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

Each week the children will explore events that have happened outside and within living memory, plotting them on class/school timelines. Whilst learning the story of How to Trap a Dragon, the children will think about where this story might have taken place on our timeline, using historical knowledge, understanding and vocabulary to justify their chronological placement.

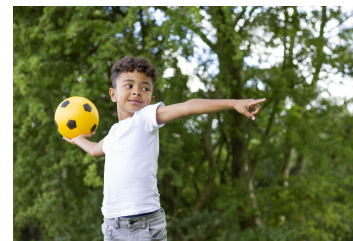
Geography
To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

Throughout the year, the children will look at seasonal and daily weather patterns in the UK, looking at what the weather is like each morning and comparing this to other places in the UK using the BBC weather website. The children will look at images of dragons around the world, from Chinese dragons to dragons from Norse mythology. They will find out where these countries are on the world map, examining how close they are to the equator and what the weather is like in these countries. The children will make simple maps, showing the setting of their 'How to trap a Dragon' story, using a simple key.

RE
What happens in the daily life of a Christian?
(Christianity and Sikhism in comparison)

Holi Festival
Chinese New Year

PE
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. To participate in team games, developing simple tactics for attacking and defending.



Target games.
Fitness.
ICT
Use technology purposefully to create, organise, store, manipulate and retrieve digital content. To 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.

We are safe researchers. The children will develop research skills through searching for information on the internet, think through privacy implications of their use of search engines, be more discerning in evaluating online information and develop presentation skills through creating and delivering a short multimedia presentation.

Art & Design
To use drawing, painting and sculpture to develop and share their ideas, experiences and imaginations. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Drawing from the Suffolk Art Scheme.
The children will explore mark making to produce drawings based on the book 'The Owl who was Afraid of the Dark'.

Design & Technology
To design purposeful, functional, appealing products for themselves and other users based on design criteria. To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. The children will design traps to catch their dragon, thinking about how they will work and why a dragon would be tempted to go near it.

RSE
Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable. My relationships. The children will think about types of bullying and how bullying can affect others. They will find strategies to deal with bullying should they ever be a victim of it or witness it happening to another.

PSHE
Healthy me, happy me: Making healthy choices. What a healthy lifestyle looks like. Keeping safe in situations. Knowing how to ask for help. Privacy in different contexts. Getting help in an emergency.

Music
To play tuned and untuned instruments musically. The children will learn to play the ukulele.
Listen with concentration and understanding to a range of high-quality live and recorded music. The children will listen to a range of music from around the world and from different periods of time each week.



Spring 2
Enquiry: What does art look like around the World?

Science
To identify and name a variety of plants in their habitats, including microhabitats. To observe and describe how seeds and bulbs grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

The children will explore different plants in their local area, observe what is growing at this time of year and where it is growing. They will then grow beans, using a transparent cup, paper towel and water. Each week they will observe changes to their plant, comparing it to a plant grown with light, one without water, one without light or water and one in the fridge. At the end of the project children will analyse how each plant grew, evaluating the needs of plants to survive.

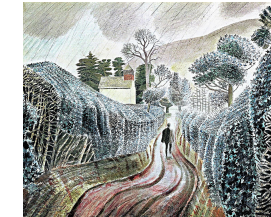


History
To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. [The children] should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

The children will explore artwork from different points of history around the world. Using their chronological knowledge and the evidence in the art work, children will analyse what time period the artwork was created in. They will explore artwork from living memory, looking at the changes in national life and how this is represented in the artwork.

Geography
To name and locate the world's seven continents and five oceans. To 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.

The children will identify where different artists around the world live and work. They will find these cities/towns in atlases and on world maps, identifying the location of the town/city, it's region, country and continent. They will look at the work of Eric Ravilious and Hassan Hajjaj, comparing key areas of the UK and Morocco.



RE
Active RE: The stories of the Old Testament. (Christianity)

Easter
Shrove Tuesday
Ash Wednesday

PE
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities

Fitness
Gymnastics

ICT
Use technology purposefully to create, organise, store, manipulate and retrieve digital content. To 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.

We are photographers. The children will consider the technical and artistic merits of photographs. They will then use the iPad camera app to take photographs, review, reject and pick the images they take and edit and enhance their photographs.

Art & Design
To use a range of materials creatively to design and make products. 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, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Collage from the Suffolk Art Scheme.
The children will explore the work of Matisse, Bridget Riley and Kurt Schwitters to produce their own collages.

Design & Technology
To use basic principles of a healthy and varied diet to prepare dishes. To understand where food comes from. The children will look at artists around the world, making food from their country of origin. They will look at how the food is grown and where it comes from.

To explore and use mechanisms in their products. The children will be encouraged to explore and use mechanisms, such as levers and pulleys, in the construction area.

RSE
Pupils can identify ways in which people and families are unique, understanding there has never been and will never be another them. My beliefs. The children will think about their family tree. They will celebrate all the things that make them unique.

PSHE
Being a good friend: Listening to others and playing cooperatively. Respecting your own and other's needs.

Music
Listen with concentration and understanding to a range of high-quality live and recorded music. To play tuned and untuned instruments musically. To experiment with, create, select and combine sounds using the inter-related dimensions of music. The children will listen to African music and drums and world music. They will then create compositions using African drums, thinking about tempo, volume and the structure of the piece.



Summer 1
Enquiry: What is it like to live on an island?

Science

To explore and compare the difference between things that are living, dead, and things that have never been alive. To 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 how they depend on each other. To identify and name a variety of animals in their habitats, including microhabitats. To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

The children will begin by exploring how we know that something is living. They will compare and group things that are alive, dead and things that have never been alive. Following this investigation, the children will explore the habitats of different animals, find out how animals are adapted to their environment and why their habitat is suited to them. They will look at the basic needs of living things and explore how their habitat supports these needs. They will then investigate the microhabitats of minibeasts, finding these microhabitats within the schools and explore how they are suited to the minibeasts.



History

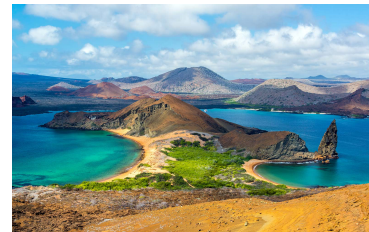
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

The children will be learning about the exploration of Charles Darwin to the Galapagos islands, finding out about his discoveries and why these were so important. They will then look at other important scientists both historical and contemporary, comparing their discoveries.

Geography

Name and locate the world's seven continents and five oceans. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography. To 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. To 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 Pole.

The children will explore islands around the world, identify the ocean and continent that they are in, using world maps and atlases. They will then focus on The Galapagos islands, looking at Charles Darwin's journey around these islands. The children will navigate the islands using the compass directions, North, South, East, West, North-East, North-West, South-East and South-West. They will then look at The Isle of Lewis in the UK and compare life here to life on The Galapagos islands. The children will look at the weather patterns in The Galapagos Islands, comparing these to the weather patterns in The Isle of Lewis and other areas across the globe.



RE
What does it mean to belong to a religious community? (Christianity and Sikhism)

Ramadan, Eid

PE

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

Athletics.

ICT

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. To use logical reasoning to predict the behaviour of simple programs. To recognise common uses of information technology beyond school.

We are game testers. The children will observe and describe what happens in computer games. They will then use logical reasoning to make predictions of what a program will do and test these predictions. They will create a sequence of instructions for a virtual robot to solve a problem and work out strategies for playing a game well.

Art & Design

To use drawing, painting and sculpture to develop and share their ideas, experiences and imaginations. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use a range of material creatively to design and make products.

3D Art from the Suffolk Art Scheme.

The children will explore Aboriginal art from Australia and the stories 'King Cuthbert', 'Magic Garden' and 'Matilda the Hen and the Space Eggs' to produce 3D artworks using cardboard, found materials and clay.

Design & Technology

To design purposeful, functional, appealing products for themselves and other users based on design criteria. To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate,

information and communication technology. To select from and use a range of tools and equipment to perform practical tasks. To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

The children will explore the designs of traditional African bags. They will then design, make and evaluate their own African bag.

RSE

Pupils can judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond.

My rights and responsibilities. The children will think about different types of touch, when touch could be good, such as a cuddle from a trusted adult, and when it might be bad, such as punching or kicking. The children will look at their rights and who to turn to if they need help.

PSHE

Trying to be my very best: Growing and changing. Becoming more independent. Setting goals to be successful.

Music

To play tuned and untuned instruments. To use their voices expressively and creatively by singing songs and speaking chants and rhymes.

The children will continue to learn the ukulele - moving onto more challenge songs where they can play and sing along.

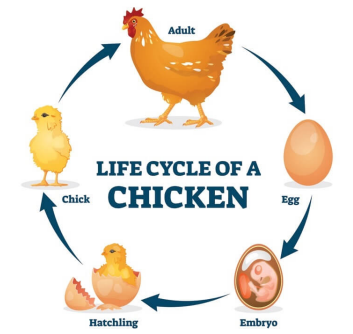


Summer 2
Enquiry: Norwich - what has happened in the past that makes us known?

Science

To notice that animals, including humans, have offspring, which grow into adults. To describe how animals obtain food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

The children will begin by looking at the life cycles of different animals. They will look at the life cycle of humans, examining how they have changed and what further changes will occur as they grow. They will then compare the life cycles of different animals. The children will look at how a food chain works, exploring which living things are producers, consumers, predators and prey, as well as the transference of energy down the food chain.



History

To know about significant historical events, people and places in their own locality. To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. To know about changes beyond living memory that are significant nationally or globally.

The children will explore the life of Edith Cavell, exploring what happened, where her story fits into our timeline and why she is important both locally and nationally. The children will then explore the lives of Mary Seacole and Florence Nightingale, comparing the lives of all three women. They will then look at the life of Henry Blogg, exploring why he is a figure of local significance. The children will compare the lives of Henry Blogg and Grace Darling.

Geography

To 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. To 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. To use simple fieldwork and observational skills to study the geography of their school and its ground and the key human and physical features of its surrounding area.

The children will explore Norwich and Cromer, identifying and comparing key human and physical features. They will then explore where Edith Cavill grew up and where the memorials to Edith Cavill are located in Norwich. Using this knowledge the children will devise simple maps, locating their school in relation to areas of significance in the life and legacy of Edith Cavill.



RE

What is 'good' and 'bad'?

(Islam)

PE

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

Athletics.

Swimming.

Sports Day.

ICT

Use technology purposefully to create, organise, store, manipulate and retrieve digital content. To recognise common uses of information technology beyond school.

We are zoologists. The children will sort and classify a group of items by answering questions. They will then collect data using a tick or tally chart and use this data to produce basic charts using Google Sheets.

Art & Design

To use drawing, painting and sculpture to develop and share their ideas, experiences and imaginations. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use a range of materials creatively to design and make products.

Printmaking from Suffolk art scheme.

The children will make a clay slab relief that they can use to print with.

Design & Technology

To use basic principles of a healthy and varied diet to prepare dishes. To understand where food comes from.

The children will make simple party food for their end of year celebration. The children will look at where the food they are making comes from.

RSE

Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried and afraid.

Asking for help. The children will think about what type of secrets are good, such as a surprise party, and what 'secret' they need to tell a trusted adult, such as bullying or something that frightens them. They will discuss any worries and think about who they can turn to when they need help or reassurance.

PSHE

Looking after our environment inside and outside school: Protecting our environment and understanding why this is important.

Transitions: managing changes - moving to junior school. Talking about feelings, about the changes and how to manage transition.

Music

To play tuned and untuned instruments. To use their voices expressively and creatively by singing songs and speaking chants and rhymes.

The children will practise and perform a range of songs, including one using the ukulele, at their leavers assembly.

Listen with concentration and understanding to a range of high-quality live and recorded music.

The children will listen to a range of music from around the world and from different periods of time each week.



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