

Year Two

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 4 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Big Question	“How has life changed in the past century?”	“Which features make each continent unique?”	“Whose reign was more important for Britain, Victoria, Elizabeth II or Charles III?”	“Where are the oceans of the world, and what makes each one special?”	“Why were the Wright brothers successful where others failed?”	“What are the similarities and differences between Norwich and Ninh Binh?”
Literacy	Poetry ‘Autumn song’ by John Rice. Poems about seasons book. Narrative Meerkat Mail	Poetry Eragon Instruction How to trap a dragon. Persuasion Letter to Father Christmas.	Poetry Winter poem Narrative The owl who was afraid of the dark.	Poetry ‘Spring in the city’ by Brian Moses. Information report Unicorns.	Poetry The dragon inside of me. Narrative Kassim and the greedy dragon.	Recount Newspaper on Kassim. Poetry The magic box.
Maths	Number Place Value. Number Addition and Subtraction.	Number Addition and Subtraction. Geometry Shape.	Measurement Money. Number Multiplication and Division.	Number Multiplication and Division. Measurement Length and Height. Measurement Mass, Capacity and Temperature.	Number Fractions. Measurement Time.	Data Statistics. . Geometry Position and Direction.
Science	What is science? Initially, children will be learning about what it means to be a scientist. Children will begin by exploring how to think like a scientist and will establish this by experimenting to identify and describe how plants have differing needs in order to grow and stay healthy. Plants Children will plant fruit and vegetables and observe how they change and grow, taking measurements, making observational drawings and making comparisons between how the plants grow and change. Animals including Humans Children will discover the importance of hygiene for humans, including oral health and will explore what the impact will be for humans if one of their basic needs is not met. Children will develop an understanding of the importance of hygiene, food, shelter, exercise, nurture and care.	Living things and their Habitats The children will be looking at the seven continents in the world, and will learn about which notable animals inhabit these places, paying particular attention to what their habitats look like and how they’re best suited to each continent’s environment.	Animals including humans. The children will look again at animal groups, before taking a deeper look into their diets, and other aspects which contribute to their survival.	Living things and their Habitats Children will explore living things and make comparisons between living, dead and never alive. We will also explore food chains and where we belong in a food chain. Animals, including humans Children will develop an understanding of the impact that humans have on wildlife and the environment. Children will develop an understanding of marine wildlife, what they need to survive and the impact climate change has upon the animals in different environments.	Plants The children will be able to explore a selected set of seeds, and plant them in order to observe the changes that occur as the seeds grow and change into a flower etc. We will be watching these changes closely, and discuss what these plants need to thrive. The children will be thinking about the seeds that they planted and are still growing. We will be reflecting on what they needed to grow into strong and healthy plants. Animals, including humans The children will be thinking about bees, following on from their knowledge of plants. We will be thinking about how bees have an impact on other animals and also thinking about minibeasts and their habitats in our outdoor environments and beyond.	Everyday materials. The children will be looking once more at materials they are familiar with, and encounter most days. We will be spending each week conducting a new experiment linked to a material, to support the children in developing a clear understanding of their properties.
History	‘A Trip Down Memory Lane’. children will be taking a step back in time, each lesson jumping back to another decade and exploring how media, fashion,	Key historical landmarks from each continent. The children will be learning about the seven continents that are on Earth. Whilst learning about each	‘Monarchy. Comparing different royals’. The children will learn about Queen Elizabeth II and her reign, thinking about how we live now. The	The history of famous art The children will be exposed to famous artists and their notable work. The artwork spans across many decades, so the	First Aeroplane flight. The children will be introduced to the Wright brothers and their journey of creating the first successful planes. We	How places change over time The children, whilst looking at Norwich and Ninh Binh, will be exposed to examples of both physical and human geography.

	schools and buildings have changed. We will be thinking about: what are the common themes in each decade, why have changes occurred over time, can we arrange these in chronological order.	continent in turn, the children will be prompted to question how old some landmarks are, what they could have been used for, and how can we tell they're old. We are guiding the children to use key historical language.	children will then zoom out and jump back to Queen Victoria's reign (touching on other royals as we go). As king Charles III is now the reigning monarch of the UK, we will be talking about the differences between key events for Charles, compared to those who reigned before,	children will be using chronological language to discuss, and order, their work.	will start with their planning and conceptualising of ideas, and move forward as they made several failed attempts before having a successful flight. We will be thinking about why they were successful, and how they impacted travel in the present day.	As part of this, we will be thinking about how these environments and landscapes may have changed over time, and comparing when they were built/ by who.
<u>Geography</u>	<u>Can we use maps to see change in Norwich?</u> The children will be learning about how Norwich may have changed in the past century, and will be looking at maps to reflect these changes. Whilst comparing old and new maps (to show the development of housing, urbanisation, roads etc) the children will be exposed to, and encouraged to use, directional language and compasses.	<u>The seven continents.</u> The children will be learning about the seven continents on Earth (Asia, Africa, North America, South America, Antarctica, Europe, Australia). Each week, they will be exposed to another continent in depth, and look at the key human and physical geographical features of these places.	<u>Locating places on Earth.</u> The children will be using key geographical resources to identify where they live, and also review their prior learning of the continents, countries of the UK and their capitals.	<u>The five oceans.</u> The children will learn about a new ocean each week, building upon their knowledge of their key, identifiable factors, until they have learnt all five. The children will then create a case file of the oceans, and share facts about each.	<u>First Aeroplane flight</u> The children will, alongside their history learning, be exposed to photos and videos showing an aerial view of where the Wright brothers practised their flights, and beyond. We will be paying particular attention to what landmarks and elements of geography we can see in these maps (etc).	<u>Norwich & Ninh, Binh.</u> The children will review their learning of continents and countries, which involve cities. We will be looking at Norwich and England using aerial maps and then move out of Europe into Asia, zooming in on Vietnam and finally Ninh Binh. Our main focus is comparing the human and physical geography of these two places. What is the same? What is different? How do we know?
<u>Religious Education</u>	<u>Why is light an important symbol of many religious believers? (Christianity, Islam & Sikhism).</u> The children will spend time reflecting on their prior knowledge of religions and what stories, texts and beliefs were encountered in year one. Building on from this, the children will be seeking out 'light' in these religious texts/ passages and thinkin about why light is such an important, and universal, symbol.	<u>What does the nativity story teach Christians about Jesus? (Christianity)</u> The children will be learning about the nativity story, from the Bible, in more detail, paying particular attention to how each of the people from the nativity story felt at different points.	<u>What happens in the daily life of a Christian? (Christianity and encounter sikhism in comparison)</u> The children will be thinking about what it means to be a christian, and what a christian does in their daily lives. Using the bible	<u>Active RE.</u> The children will be invited to play a mixture of games which link to stories from the Bible's 'New Testament'.	<u>What does it mean to belong to a religious community? (Christianity & Sikhism)</u> The children will reflect and review what it means to be a christian, and what christians do in their daily lives. The children will then explore Sikhism and how a Sikh may spend their day. Finally, the children will compare these aspects of christianity and Sikhism, and discuss what influences their lives.	<u>What is 'good' and what is 'bad'? (Islam)</u> The children will be thinking about what Muslims believe is 'good' and 'bad', and think about what they use to know what's 'right' and 'wrong'. We will be learning about the five pillars of Islam, and the main teachings of the Qur'an.
<u>PE</u>	<u>Fundamentals.</u> The children will be introduced to a range of new games and activities which will allow them to continue to develop their fundamental skills, which are the foundations for all physical activity.	<u>Dance</u> The children will be listening to a range of music and sounds, whilst learning some basic dance moves. The children will be pulling these dance moves together to make a final dance piece.	<u>Gymnastics.</u> The children will explore a variety of different stretches, jumps, balances and rolls. We will be focusing on building these actions into a gymnastics routine, always thinking about how we can do these moves safely.	<u>Active RE.</u> The children will be invited to play a mixture of games which link to stories from the Bible's 'New Testament'.	<u>Ball skills.</u> The children will explore different games which involve balls, learn about their rules and how they can be played with their friends. We will be making sure the children are taking turns in teams and also developing those skills.	<u>Athletics.</u> The children will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop. <u>Swimming</u> The children will be accessing a local pool

						at the UEA to begin swimming lessons for a number of weeks.
ICT	<p><u>“We are astronauts” from Rising Stars.</u> The children will program a sprite (such as a spaceship) to move around the screen, using chromebooks and iPads on Scratch Jr.</p>	<p><u>“We are game testers” from Rising Stars.</u> The children will play some Scratch games, trying to work out the rules of the game, i.e. the algorithms the programmers have used. They will also play a simple coding-based game and discuss game playing.</p>	<p><u>“We are photographers” from Rising Stars.</u> The children will use cameras to take, review and edit digital photographs. We will use these to create a display of the children’s work. <u>E-Safety focus</u> The children will be engaging with Safer Internet Day in February 2023. We always work with the children to show them how we can stay safe online, but this will be a particular focus this half term.</p>	<p><u>“We are safe researchers” from Rising Stars.</u> The children will retrieve digital content from the Internet for a particular purpose and use mind mapping software to organise their questions and answers about a topic.</p>	<p><u>“We are animators” from Rising Stars.</u> The children will work in small groups to plan, film and add audio to a short ‘stop-motion’ animation.</p>	<p><u>“We are zoologists” from Rising Stars.</u> The children will go on a bug hunt, recording and identifying the small animals they find. They organise the data they have collected, record it on a spreadsheet and create charts; they add images to a local map.</p>
Art & Design	<p><u>3D from the Suffolk Art Scheme.</u> The children will explore and represent symbolism in response to Aboriginal Art and produce 3D decorated forms. They will be able to manipulate clay to produce coils and forms in response to a story and also use clay to make imaginative forms. Also, they will be able to discuss their own work and that of others and suggest developments that could be made.</p>	<p><u>Collage from the Suffolk Art Scheme.</u> The children will investigate and use collage materials and processes to communicate ideas about line, shape and colour. Work with others to develop large-scale responses. They will be able to say what they think and feel about their own and others’ work and suggest ways of improving their own work.</p>	<p><u>Drawing from the Suffolk Art Scheme.</u> The children will be exposed to different music, and encouraged to make marks on paper, inspired by these sounds, as well as other media. We will be taking time to reflect on our art and share what we hope to improve on, as we move through this unit.</p>	<p><u>Paint from the Suffolk Art Scheme.</u> The children will be shown examples of artwork from artists around the world, and will be able to then identify key features and similarities from each artist’s work. The children will be given time to create their own painting, using inspiration from the key artists from this unit to use in their own work.</p>	<p><u>Print from the Suffolk Art Scheme.</u> The children will be using new tools and techniques to create tiles, imprints, marks etc with paint and other creative mediums to show the marks that different items create.</p>	<p><u>textiles from the Suffolk Art Scheme.</u> The children will be using a variety of resources to create a piece of work which is made up of different colours, textures, patterns and shapes.</p>
Design & Technology	<p><u>Problem : How can the meerkat take his home with him?</u> The children will design and create a prop of a home inside of a suitcase. <u>Cooking</u> Pizza (making dough). - Chopping, knife skills, shaping, using the oven.</p>	<p><u>Problem: How can we explore the world from our classroom?</u> The children will be creating junk modelling of key human and physical features of each of the continents, which can be brought together to create a kinesthetic and interactive world map. <u>Cooking</u> Autumn soup/ ratatouille. - Knife skills, seasoning, blending, using the hob.</p>	<p><u>Problem: How can we help plop see in the dark?</u> The children will think about how we can help the characters in our T4W text see in the dark, or make things light. <u>Cooking</u> Vegetable curry. - Using the hob, chopping, mixing.</p>	<p><u>Problem: How can we clean our oceans?</u> The children will design and create a model of a machine that helps us clean the ocean and protect marine habitats. <u>Cooking</u> Hot cross buns. - Measuring, shaping and rolling. Timing. Rising.</p>	<p><u>Problem: How can we fly?</u> The children will design and create models of the planes that we learn about in this unit. <u>Cooking</u> Quiche/ Frittata. - Grating, using the oven, presentation, shaping and rolling.</p>	<p><u>Problem: How can we add mechanisms to our transition booklets?</u> The children will be looking at levers, sliders, wheels and axles and thinking about how we can include these in our transitions for junior school. <u>Cooking</u> Popcorn. - Seasoning, designing, labelling.</p>
Circle time (PSHE and RHE)	<p><u>Families</u> The children will be learning about what makes families different, and that they come in all different shapes and sizes too! <u>Caring Friendships</u> The children will be thinking about who they can trust and recognising that we are all equal. <u>Respectful Relationships.</u> The children will be learning about ways that we can respect</p>	<p><u>Online Relationships</u> The children will be exploring games that are played online and thinking about ways that we can make those experiences safe. <u>Anti - Bullying Week</u> Children will be discussing what it means to be kind alongside the theme of this year’s anti bullying week. <u>Being Safe</u> The children will be learning about their bodies and their</p>	<p><u>My Body</u> The children will be thinking about how their bodies change as they grow up. <u>Mental Wellbeing</u> The children will be looking at their challenging emotions and ways that these can be identified and then process these. <u>Being Healthy</u> The children will be looking at balanced diets and visuals such as the healthy eating plate.</p>	<p><u>Being Healthy</u> The children will be looking at food groups and thinking about how they can be food smart! <u>Health and Prevention</u> The children will be continuing to brush their teeth daily at school and thinking about steps they can take <u>Basic First Aid</u> The children will be learning about, and then practising, some basic first aid.</p>	<p><u>Identity, society and equality</u> The children will be learning about the Law, how it might affect their lives, and how to consider options before making decisions. <u>Belonging To A Community</u> The children will be learning about ways we can recognise the different groups and communities that we belong to. <u>Looking After The Environment</u></p>	<p><u>Looking After The Environment</u> The children will be thinking about things they can do to look after the environment. <u>Money and Work</u> The children will be thinking about getting, keeping and spending money. <u>Transitions</u> The children will be preparing themselves for their transition into Year Three, and thinking about how we can manage</p>

	ourselves and others.	privacy. Our learning will be focused on 'My Body Belongs To Me'.			The children will be looking at our environment inside the school, before zooming out to look at the wider world's environment and thinking about how we can care for it.	these changes.
<u>Music</u>	<u>Hands, feet, heart.</u> The children will be listening to South African music and freedom songs, thinking about significant individuals including Nelson Mandela.	<u>Ho Ho Ho</u> The children will be learning songs which focus on Christmas, highlighting key vocabulary from this time of year.	<u>I wanna play in a band.</u> The children will be learning how to perform in a band, so working closely in a team, and thinking about how we can share instruments and responsibilities between us.	<u>Zootime.</u> The children will be listening to reggae style music, touching on different animals and also poetry. The children will also engage in sessions where they will learn the basic skills of playing an instrument.	<u>Friendship song.</u> The children will be engaging with a song which focuses on how we can be good and healthy friends.	<u>Reflect, Rewind and Replay.</u> The children will be listening to Western style music, as well as reflecting on what we have covered this year, and then creating our own final piece of music.