

Year 2 Yearly Plan

2020/ 2021	Autumn 1 6 weeks 3 days	Autumn 2 **Phonics Screening** 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 **SATS** 6 weeks 4 days	Summer 2 6 weeks 3 days
SMSC British Values	Me and My World! TOPIC WEB HOMEWORK PACK	Toy Story Christmas TOPIC WEB HOMEWORK PACK	Heroes TOPIC WEB HOMEWORK PACK	Rainforests TOPIC WEB HOMEWORK PACK	Near and Far! TOPIC WEB HOMEWORK PACK	Minibeast Madness! TOPIC WEB HOMEWORK PACK
<u>Topic Notes</u> *Engagement *Enrichment	Find photo and description Find alien evidence	In role as Toy experts. Toy museum curators. Christmas Fayre Toy sale.	What is a hero? Find Florence Nightingale basket. Historical Detectives	MM – Plane ticket to Brazil Rainforest Artefacts	Job advertisement for travel industry. In role as travel experts.	Ugly Bug Ball Butterfly release
<u>Visits and Visitors</u>		Bowthorpe Worship Centre Carol Service	Nurse visit Cathedral visit	Visit to Banham zoo	Local walk	Beekeeper visit
<u>Community Focus</u>	<u>Our Class Community</u> See 'jigsaw' learning.	<u>Our School Community</u> Christmas cards for people who help our school.	<u>Local Community</u> How can we be community heroes? Who needs help?	<u>Local Community</u> Make links to a school in Brazil. Compare school life.	<u>Local Community</u> Amenities and geographical features	<u>Local Community</u> How can we make our community greener / minibeast friendly?
<u>Jigsaw</u> Mindful approach to PHSE	<u>Being me in my world</u> Hopes and fears Rights and responsibilities Rewards and consequences Working co-operatively Mindfulness	<u>Celebrating Differences</u> Identifying differences and similarities Bullying Problem solving Mindfulness	<u>Dreams and Goals</u> Succeeding Identifying strengths Positive attitude Working together Mindfulness	<u>Healthy me</u> Being healthy Relaxation Being safe Strategies for difficult situations Mindfulness	<u>Relationships</u> Importance of families Solving conflict Respect towards others Trust and appreciation Special to me	<u>Changing me</u> Life cycles Body change Boy and girl body parts Changes in my life Mindfulness
<u>Cooking</u>	Healthy wrap	Hot chocolate cones Christmas Shortbread Stars	Crimean lemonade Decaf tea tasting	Easter Nests	STEM: Brilliant Bread! Tasting from around the world!	Honey recipes!
<u>Health and Safety</u>	Classroom safety Washing hands E-safety	Bonfire safety Pants video	Safety with medicines and cleaning products.	Road safety Stranger safety	Sun Safety E-safety	Water safety
<u>Outdoor Explorers</u>	**Look at folders / science objectives					
<u>Eco-Schools Focus</u>	Healthy Living Transport 5 th Oct - National Walk to School Week WOW Walking challenge Oct – What's under your feet?	Waste Should we throw away old toys? Hedgehog homes Nov – Switch off fortnight	Litter School Grounds Big garden birdwatch	Water Biodiversity 22 nd Feb – Fairtrade Fortnight Big schools birdwatch WaterAid Mar – What's under your feet? Mar – Waste week	Global Citizenship Marine Jun – What's under your feet? 8 th Jun – World Ocean's Day	Energy Big butterfly count
Communication and Language						
<u>Traditional Tale</u>	<u>Cinderella v Cinderella</u> Compare texts Dreams Ambitions	<u>Pinocchio</u> Consequences Qualities Expectations	<u>Robin Hood</u> <u>Giving</u> <u>Morals</u> <u>Ramifications</u> <u>Teamwork</u>	<u>Little Red Riding Hood</u> Comparing texts Strangers Kindness Following rules	<u>Dick Whittington</u> Perseverance Success Luck	<u>Jack and the Beanstalk</u> Courage Greed Wisdom
<u>Quality Texts</u>	Oliver's fruit Salad - ECO Oliver's vegetables – ECO Beegu The Man on the Moon Toys in Space	The Toy Maker Dogger Stanley's Stick	Supertato Traction Man George Saves the World by Lunchtime – ECO	The Great Kapok Tree – ECO The Vanishing Rainforest - ECO Where the Rainforest meets the Sea Pongo!	Emma Jane's Aeroplane Journey The Colour of Home	The Giant Jam Sandwich I saw a Bee The Snail Trail Twist and Hop Minibeast Bop!

<u>Science Investigation Area</u>	Magnets	Springs and levers	Capacity – medicines for teddies!	Animal sorting Water cycle	Floating / sinking Forces / Pulleys	Micro-habitats Measuring Record keeping
<u>Writing Opportunities</u>	Q Pootle – Creative Writing Neil Armstrong Fact File My family	Instructions: How to make shortbread Creative Christmas story Why my favourite toy is special	Diary entry of a soldier being looked after by Florence Nightingale Thank you, letter. Writing linked to Supertato	Deforestation posters Recount of Banham Zoo	Application letter for job advert Travel journey story – Creative writing	Invitations to Ugly Bug Ball Minibeast poetry

NATIONAL CURRICULUM COVERAGE

<p style="text-align: center;">Science</p> <p>Throughout the Year...</p> <p>To observe changes across the four seasons (reference display).</p> <p>To observe and describe weather associated with the seasons and how day length varies (reference display).</p>	<p>To 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. Astronauts – healthy eating How humans survive on Earth. What astronauts need in space.</p> <p>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Plant experiment – on Earth and in Space – compare!</p>	<p>To find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Look at how materials can be manipulated into different forms. *Teach as discrete science but in role... Toy experts must know about materials!</p> <p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for uses. Sorting toys – to be able to explain why a particular toy is made from a certain material.</p>	<p>Review – Parts of the body in hospital role play.</p>	<p>To explore and compare the differences between things that are living, dead and things that have never been alive. Rainforest: living things, non-living and never been alive. Sorting activity.</p> <p>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. Rainforest habitats, food chain.</p> <p>To 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. Rainforest food chains. Sources of food for wildlife.</p>	<p>To observe and describe how seeds and bulbs grow into mature plants. Start planting seeds and bulbs to attract minibeasts – plant diary.</p> <p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock</p>	<p>To identify and name a variety of plants and animals in their habitats, including micro-habitats. Name local plants and identify habitats in school grounds. When looking at minibeasts look at micro-habitats.</p> <p>To notice that animals, including humans, have offspring which grow into adults. Lifecycles continued from Rainforests.</p>
<p style="text-align: center;">Working Scientifically</p> <p style="text-align: center;">INVESTIGATION STATION (ongoing enquiry)</p> <p>Do you think...? I wonder why...? How will we find out...? I wonder how...? I wonder if...?</p>	<p>What happens to my body when I exercise? *Observe closely *Use observations and ideas to suggest answers to questions.</p> <p>How will different environments affect the growth of the seeds? *Use observations and ideas to suggest answers to questions</p>	<p>Which fabrics are waterproof? *Observing closely. *Use simple equipment. *Performing simple tests. *Use observations to suggest answers to questions.</p> <p>Which fabric would be most suitable for a superhero cape? Why?</p>	<p>Which group? Animal identification and classification. *Use observations to suggest answers to questions. *Explain reasoning.</p> <p>*Introduce Butterfly garden.</p>	<p>What will happen? *Use observations and ideas to suggest answers to questions *Make predictions. *Perform simple tests</p> <p>Lava / volcano experiment</p> <p>*Begin Growth Investigation</p>	<p>Continue planting Project Minibeast Log / Life cycles *Gathering and recording data to help in answering questions. *To record findings.</p> <p>Ongoing skills Project: STEM – Save our Bees</p>	

<p>What happens if...?</p>	<p>*Make predictions. *Perform simple tests</p> <p>Pot seeds and place in different environments to observe growth, keep log.</p>					
<p>History <i>Understanding the world</i></p>	<p>Timeline of my life. Use words related to passing of time. Invite Grandparents for lunch – What do you remember about you when you were a child? *The lives of significant individuals in the past who have contributed to national and international achievements. Neil Armstrong</p>	<p>*Changes within living memory Compare toys old and new. Interview grandparents about their favourite toys. HISTORY PLANNER</p>	<p>*The lives of significant individuals in the past who have contributed to national and international achievements. Compare. *Significant historical person in own locality Florence Nightingale Edith Cavell HISTORY PLANNER</p>		<p>*Historical event in own locality Costessey Dragon How has Bowthorpe changed? HISTORY PLANNER *Event beyond living memory that is significant nationally or globally First aeroplane flight *The lives of significant individuals in the past who have contributed to national and international achievements. Compare Neil Armstrong (previous learning) and Christopher Columbus</p>	
<p>Geography <i>Understanding the world</i></p> <p>Throughout KS1 - Locational knowledge</p> <p>To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding sea.</p> <p>To name and locate the world's 7 continents and 5 oceans.</p>	<p>Introduce class to UK and World map that will be referred to throughout the year. Include photographs etc. of children's home countries. Teach words: globe, atlas, and map. Display continents, oceans, and UK country words.</p>	<p>Human and Physical To identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Map work – start with North and South Poles, then in Spring 2 – focus on Equator linking to rainforests – continue after Easter when take on role as travel experts.</p>		<p>Place knowledge To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> <p>Our school v school in Brazil</p> <p>Human and physical 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 and key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>When comparing places in UK and Brazil.</p>	<p>Skills and Fieldwork To use world maps, atlases and globes to identify UK and its countries, as well as the countries, continents and oceans studied at this key Stage.</p> <p>Research popular holiday destinations.</p>	<p>Skills and Fieldwork To use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Make a map with instructions of how to get to Ugly Bug Ball.</p> <p>Skills and fieldwork 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.</p> <p>Include key physical and human features on map on how to get to Ugly Bug Ball.</p>

				Link to where animals like to live – physical and deforestation increases human features.		
<p>Design Technology</p> <p>Ongoing skills: cutting, measuring, marking out, hole punching, tying, joining, safety</p>	<p>To design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>To use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>To understand where food comes from.</p> <p>To evaluate their ideas and products against design criteria.</p> <p>Project: Make a healthy sandwich / wrap Warburtons – Sandwich Making Project</p>	<p>To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology.</p> <p>To select from and use a range of tools and equipment to perform practical tasks, e.g. cutting, shaping, joining and finishing.</p> <p>To explore and evaluate a range of existing products.</p> <p>To evaluate their ideas and products against design criteria.</p> <p>Project: Research reading in mixed ability pairs Roly Poly and Wheels How will your Roly Poly move? (Nuffield planning)</p>	<p>To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>To evaluate their ideas and products against design criteria.</p> <p>To build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Project: STEM: Spaghetti Challenge Building bridges - Link to Brunel</p>	<p>Ongoing skills</p> <p>Project: PlanBee: Rainforest themed Thaumatrope based on habitats / food chain</p> <p>To explore and use mechanisms, e.g. levers, sliders, wheels and axels.</p> <p>Project: Levers and sliders moving Easter parts Easter card</p>	<p>Ongoing skills</p> <p>Project: Make a plane How could you make it fly better? What would you change? Did it work? Why / why not?</p>	<p>See previous objectives – this half term objectives will be met for Design, Make and Evaluate</p> <p>Design and make mini-beast toy</p>
<p>Art and Design</p> <p>Expressive art and design</p>	<p>Painting: Watercolour – aliens.</p>	<p>Painting: Mixing colours. Paint faces of Roly Poly.</p> <p>Design: Make firework printing tools.</p> <p>Pattern and shape: Fireworks Look at Japanese firework art, printing and artists.</p>	<p>To improve our drawing skills and understanding of ‘line’ and ‘tone’ the children will explore drawings of fabulous architecture.</p>	<p>The Rainforest is an inspiration to many artists including Henri Rousseau and traditional Mola textile artists. The children will explore artwork looking carefully at the shapes, patterns and colours.</p> <p>Fabric dyeing, collage, pattern, colour, shape.</p>	<p>L. S. lowry If Lowry lived in Bowthorpe... Ask and answer questions about the starting points for their work and develop their ideas.</p> <p>Drawing activity based on Lowry adding detail, focus on physical features then add in human features.</p>	<p>Drawing: Focus on shape, pattern and detail – Austin's butterfly.</p> <p>To demonstrate progression of shape, pattern and detail by reflecting and communication.</p> <p>To have the opportunity to reflect and edit.</p>
<p>Music</p> <p>‘Music Express’ Scheme of work</p>	<p><u>Ourselves</u> The children will explore ways of use their voices to express feelings. They will play, create and perform vocal sounds and notate pitch and duration, building to a performance.</p> <p><u>Toys</u> The children will move and play to a steady beat. They will learn how to control changing tempo. .</p>	<p><u>Our Land</u> The children will explore timbre and texture. They will listen to and explore descriptive sounds and perform music inspired by myths.</p> <p><u>Our Bodies</u> The children respond with their bodies to steady beat and rhythm in music. They experience combining rhythm patterns with steady beat, using body percussion and instruments.</p>	<p><u>Animals</u> The children develop understanding of pitch through using movement, voices and instruments. They identify contrasts of high and low pitches and interpret and create pitch using line notation.</p> <p><u>Number</u> Children will explore steady bear and rhythm patterns. They will use body percussion, voices and instruments to play beats and patterns from different countries.</p>	<p><u>Story time</u> The children will explore sounds from famous pieces. They will develop their own ideas to interpret a storyboard with sound effects.</p> <p><u>Seasons</u> The children develop further their vocabulary and understanding of pitch through movement, song and listening. They will perform pitch shapes in a variety of musical arrangements.</p>	<p><u>Weather</u> The children use voices, movement and instruments to explore different ways that music can be used to describe the weather. They will create a descriptive class composition using voices and instruments.</p> <p><u>Pattern</u> The children develop an understanding of metre – groups of steady beat – through counting, body percussion and reading scores. The children will use body percussion and</p>	<p><u>Water</u> The children use voices, movement, and instruments to explore changes of pitch. They will create a class composition to describe the sounds and creatures of a pond.</p> <p><u>Travel</u> The children will accompany a travelling song using voices and instruments to learn a Tanzanian game song. They will improve their own</p>

					instruments to make, play, create and combine mini beast rhythms.	descriptive 'theme park' music.
<p>Computing</p> <p>Coding: Espresso Coding (Consider use of Year 2 coding.)</p>	<p>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> <p>Online Safety E-Safety – introduce Hector’s World videos Coding – Unit 2 Lessons 1, 2 and 3 Fairy stories Burst the bubbles Magic Castle</p> <p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.</p> <p>Coding Continue Unit 2A</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital data.</p> <p>Class DOJO Scan QR code, post picture of work and share with others.</p>	<p>Coding - Unit 2 Continue 2A, move onto 2B when ready.</p> <p>In this unit pupils learn that programs respond to different sorts of inputs, and that the keyboard can be used to control objects on screen, not just by clicking them directly.</p> <p><u>Word-Processing</u> To type on a keyboard (shift for caps, one space between words, backspace for deletion.</p> <p><u>Creating Images</u> To create simple digital Pictures – firework pictures.</p>	<p>To use 'keyboard' / word bank to write. To use a keyboard to assemble some simple meaningful sentences. Write sentences about the Rainforest.</p> <p>To take a picture or record a sound or video clip as part of a task. To edit a photo. Take a photo of a Rainforest artefact – edit photo to change colour / black and white etc.</p>	<p>Coding - Unit 2B</p> <p>In this unit pupils learn that one object can be used to control another object. e.g. writing code so clicking a button gives an instruction to make a lorry move.</p>	<p>To print work. To save work. To retrieve some saved work. To use software to create/ assemble digital content for clear purpose, (could be text, images, animation, sound, etc.)</p> <p>Create and debug simple programs STEM: Bee-Bot basics</p>