

| Yr 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Theme | 5,4,3,2,1 Blast off | Underwater World | Fire, Fire! | Remarkable Rainforests | Adventurers and Explorers | |
| Books | Man on the Moon by Simon Bartram Beegu by Alexis Deacon Ground Control to Major Tim – Clive Gifford. | Flotsam by David Wiesner Manfish by Jennifer Berne (story of Jacques Cousteau) | Popcorn History Corner series – The Great Fire of London Who was Samuel Pepys by Paul Harrison | Voices of the Rainforest by Nick Manning and Brita Granstrom From the Jungle by Beth Doane <i>(written by children of the rainforest)</i> The Kapok Tree by Lynn Cherry <i>Articles 14, Right to express opinion. Article 24 right to a safe environment in which to live.</i> | Arctic Hero (story of Matthew Henson) The Great explorer by Chris Judge Great Adventurers by Alistair Humphreys | |
| English | Lost Story – Beegu-Article 9/10 Right to be in contact with family. Non-fiction – biography of Sir Tim Peake Narrative with setting/character description -Man on the moon | Narrative with setting description - Flotsam Non-fiction – recount Jacques Cousteau Poetry –poems related to seas/oceans/animals | Non-fiction – Diary entry (linked to Samuel Pepys) Narrative-familiar settings - T4W disaster story | Narrative – stories from other cultures Non-fiction – writing to inform-non-chronological Booklet about the layers of the rainforests | Narrative with setting description – Ponko/Lighthouse Keeper’s lunch Non-fiction-writing to inform-biography – Matthew Henson Poetry – list poem What’s in an Explorer’s pocket Formal letter/Invitation Stories form other cultures Poetry- word and vocabulary development + MIGHTY OAK UNIT (Public Speaking) | |
| History | Overview of World History + Lives of Significant Individuals – Neil Armstrong & the moon landing <i>Articles 17- right to information.</i> Use ‘One Giant leap – The story of Neil Armstrong’ – Don Brown (2 week block) | | Able to Communicate Historically & Understand chronology Great Fire of London <i>Articles 26 right to social and economic help. Article 27 right to a safe place to live.</i> | | Overview of world history Understand chronology Grace Darling <i>Articles 17, 28 Equal access to education and information, gender Equity.</i> | |
| Geography | | | Physical and human geography (maps of London – then & now) | Climate and weather | | Countries and capitals The world’s continents and oceans Map skills - simple compass directions <i>Articles 7 and 8 Right to name nationality and identity.</i> |
| Science | Working scientifically, Earth and Space | Animals including humans | Properties and uses of Everyday Materials | Animals including humans | Living things and their habitats | Plants |
| Computing <i>Article 17- the right to information. Article 36- the right to protection from harm.</i> | | Data and Information (pictograms) | | Creating Media, Design and Development & Effective use of Tools Digital Photography | | Algorithms & Programming Robot Algorithms |
| DT <i>Article 29. Aims of Education to develop skills and talents. Article 31- Right to partake in play, art and cultural activities.</i> | | Textiles – templates and joining techniques Project title: Design, make and evaluate a <u>hand puppet</u> (product) for <u>themselves</u> (user) for <u>toy theatre puppet show</u> (purpose). | Mechanisms, wheels and axels. Project title: Design, make and evaluate a <u>Toy fire engine</u> (product) for <u>themselves/reception aged chn</u> (user) for <u>imaginative play</u> (purpose). | | | Food – preparing fruit and vegetables Project title: Design, make and evaluate <u>Vegetable kebabs (BBQ)</u> (product) for <u>themselves</u> (user) for <u>end of year celebration</u> (purpose). <i>Article 24 Right to food.</i> |

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| Art <i>Article 29. Aims of Education to develop skills and talents. Article 31- Right to partake in play, art and cultural activities.</i> | Skill: Sculpture (1 week) Artist: Antony Gormley 3D art Skill: Drawing (1 week) Moonscapes | | | Painting (1 week) Shades of Green (lines and shape – Henri Rousseau) Printing – plants and leaves | Collage/Textiles (2 weeks) Artist: Ted Harrison and Inuit Art | |
| Music <i>Article 29. Aims of Education to develop skills and talents. Article 31- Right to partake in play, art and cultural activities.</i> | Listen to Space Music 'The planets' by Gustav Holst + Charanga Unit: Space (from freestyle section) | | Recorder unit | | Charanga Unit: Friendship song (songs based on friendship) Mixed styles Hands Feet Heart | |
| PSHE – Year A 2023-2024 | Beginning and Belonging MMR4 BB12 | Conflict Resolution/Peer mediation + Anti-bullying MMR7 AB12 (light touch only) | Family and Friends MMR6 FF12 | Financial Capability EW1 FC12 | Managing Safety & Risk MSR12 Relationship & Sex Education | Healthy Lifestyles HSL7 HL12 |
| PSHE – Year B 2024-2025 | My Emotions MMR5 ME12 or Zones of regulation + E-Safety (follow-up to a workshop by the 2 Johns) | Anti-bullying MMR7 AB12 + Conflict Resolution (light touch only) | Diversity and Communities Cit4 DC12 | Drug Education HSL8 DE12 | Personal Safety HSL9 PS12 + Managing Change MMR8 MC12(light touch only) Summer 1 - Relationship & Sex Education | |
| RE <i>Article 30 – Right to practice religion and culture, Articles 12, 13 and 14, Right to express opinion.</i> | Why is light an important symbol for Christians, Jews and Hindus? Christianity, Judaism, Hinduism | What does the Nativity story teach Christians about Jesus? Christianity | How do Christians belong to their faith family? Christianity | How do Jewish people celebrate Passover (Pesach)? Judaism | Why do people have different views about the idea of God? Multi/Humanist | |
| PE CT lessons <i>Article 24 Right to Health.</i> | Fundamental Skills/Agility Circuit Real PE- Personal Unit: | Real PE- Social Unit | 3 weeks – Swimming 3 weeks Real Gym: | 3 weeks – Swimming 3 weeks Real Dance Unit | Swimming | Swimming |
| PE JS lessons | Apparatus | Real PE- Cognitive Unit | Real PE- Physical Unit | Real PE- Creative Unit | Athletics: Elevating Athletics | OAA 3 Tees Cricket |
| MFL – only taught as part of themes when appropriate | | | | | | |
| Events / Trips | Suggested: Explorer dome (in school visit) | Suggested: Theatre trip, Aquarium Christmas Production Visit to Saffron Lodge to share puppets and sing Christmas songs | Visit from Essex Fire Service | Zoolab (in school visit) | Visit to Bridge End Gardens – use the maze & navigate to and from the gardens around SW Den building and bush craft adventure day at a rural location | |
| Entry and Exit point events/outcomes | Entry: Spaceship Crash Exit: Explorer dome (suggested) | Entry: Theatre visit/puppet show (suggested) Exit: Puppet show showing for EYFS (linked to DT) | Entry: Burning houses Exit: Visit from Essex Fire Service | Entry: Zoolab visit + dress-up day Exit: Presentation to reading buddies of Rainforest booklets | Entry: find a suitcase/bag belonging to an explorer – who could it belong to? Exit: Den building and bush craft adventure day at a rural location | |