

## Year 2 Planning Document

Reading	<p>These skills are ongoing throughout the year. Guided reading sessions taught 3 times a week in small groups using guided reading books tailored to children's reading abilities. Children read their phonetically matched reading book from oxford reading tree to an adult regularly throughout the week with some children reading daily.</p> <p>Reading fluency groups are taught twice a week as intervention.</p> <p><b>See phonics progression order document for weekly breakdown of phonics teaching.</b></p> <p>Children have the opportunity to take home a book from our library every week and attend library club.</p>
	<ul style="list-style-type: none"> <li>· read accurately most words of two or more syllables</li> <li>· read most words containing common suffixes</li> <li>· read most common exception words In age-appropriate books</li> <li>· read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</li> <li>· sound out most unfamiliar words accurately, without undue hesitation In a book they can already read fluently</li> <li>· check that it makes sense to them, correcting any inaccurate reading</li> <li>· answer questions and make some inferences</li> <li>· explain what has happened so far in what they have read</li> </ul>
Writing	<p>These skills are ongoing throughout the year. See Writing curriculum map and long term planning document for taught texts which are in progression order by term, genre and cycle.</p>
	<ul style="list-style-type: none"> <li>• write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• write about real events, recording these simply and clearly</li> <li>• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>• use present and past tense mostly correctly and consistently</li> <li>• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> <li>• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>• spell many common exception words</li> <li>• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>
Maths	<p>We use the mixed year group Essential Maths for Year1/2. The headings will look the same as Year 1 in order to keep everything in line but the content moves on from Year 1 teaching Termly diagnostic assessments take place. Maths fluency is taught at least three times each week, sometimes as an extension of the maths lesson and sometimes separately.</p>
<p><b>CYCLE A and B</b></p>	

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Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Positional language and sequencing, Subitising leading to more and fewer, Number magnitude, estimation and comparison, place value making tens and some more, Time, estimating sequencing and comparing	Additive Reasoning, the understanding and language of operations, part whole, equality and comparison, measures length, height and mass	Geometry 1, regrouping to add and subtract, strategy choices for addition and subtraction problem solving with addition and subtraction	Doubling and halving, multiplication counting multiples and repeated addition, multiplication number of groups, group size and product, division sharing and grouping, problem solving with multiplication and division.	Money, Fractions, problem solving all four operations, time turns and telling the time, time drawing hands on clock and interval of time	Measures and reading scales, statistics, geometry 2, place value with larger numbers, calculation review.
<b>CYCLE A</b>						
PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Health and Wellbeing</b> Understand what agility means and explore ways of being more 'agile' when moving. Explore ways of being balanced and to understand why we need to be balanced when playing sport.</p> <p><b>Running (locomotion)</b> Exploring running.</p>	<p><b>Heroes (Dance)</b> Create a range of controlled movements. extend their sequence whilst performing as their character. respond to a rhythm performing a range of controlled movements</p> <p><b>Hands 1 (Ball Skills)</b> Introduce sending (bouncing) with control.</p>	<p><b>Feet 1 (Ball Skills)</b> Develop moving the ball using the feet. Apply dribbling into games. Consolidate dribbling. Explore kicking (passing). Apply kicking (passing) to score a point.</p> <p><b>Wide Narrow Curled (Gymnastics)</b> Introduction to wide,</p>	<p><b>The Zoo (dance)</b> Exploring expression Developing our movements, adding movements together Responding to a rhythm: Introducing partner work Creating an animal sequence Exploring relationships within our motifs</p>	<p><b>Jumping (locomotion)</b> Recap jumping from EYFS Develop jumping Explore how jumping affects our bodies. Explore skipping Apply skipping and jumping into a game</p> <p><b>Rackets, Bats and Balls</b> Explore using a racket and a ball together.</p>	<p><b>Games for Understanding (attack and defence)</b> Understand the basic principles of attack. Learn what 'attacking' means and why we attack during a game. learn what 'defending' means and why we defend during a game.</p> <p><b>Team Building</b></p>

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	<p>Apply running into a game, explore running at different speeds</p> <p>Running for speed: Acceleration, explore running in a team</p> <p>Consolidate running, apply running into a game</p>	<p>Introduce aiming with accuracy.</p> <p>Introduce power and speed when sending a ball.</p> <p>Introduce/develop stopping, combining sending skills.</p> <p>Combine sending and receiving skills.</p>	<p>narrow, and curled.</p> <p>Exploring the difference between wide, narrow, and curled.</p> <p>Transitioning between wide, narrow, and curled movements.</p> <p>Linking two movements together.</p>	<p><b>Hands 2 (Ball Skills)</b></p> <p>Introduce throwing with accuracy.</p> <p>Apply throwing with accuracy in a team.</p> <p>Introduce stopping a ball</p> <p>Develop sending (rolling) skills to score a point.</p> <p>Consolidate sending and stopping to win a game.</p>	<p>Develop their ability to keep a ball controlled using a racket and to apply this understanding.</p> <p>Develop their ability to keep a ball controlled using a racket.</p>	<p>Introducing teamwork.</p> <p>Develop teamwork.</p> <p>Building trust and developing communication.</p> <p>Cooperation and communication.</p> <p>Explore simple strategies.</p> <p>Problem solving: Consolidate teamwork</p>
<b>CYCLE B</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
PE	<p><b>Health and wellbeing</b></p> <p>Consolidate our understanding of agility and when this is applied during sport.</p> <p>Develop ways of balancing on apparatus.</p>	<p><b>Mr Candy's Sweet Factory (Dance)</b></p> <p>Respond to the stimulus using a range of different, controlled movements showing expression.</p>	<p><b>Feet (ball skills)</b></p> <p>Develop dribbling using our feet in order to keep control and possession of the ball.</p> <p>Combine dribbling, passing and receiving</p>	<p><b>Hands (ball skills)</b></p> <p>Develop pupils' execution of an underarm throw and to extend their understanding of why</p>	<p><b>Rackets, Bats and Balls</b></p> <p>Develop pushing (dribbling) a ball with a racket: Introducing control.</p> <p>Explore hitting and develop pushing a ball</p>	<p><b>Team Building</b></p> <p>Understand why it is important to include everyone when working as a team and how it feels to be left out.</p>

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	<p>Understand why we need to have good feet eye coordination when playing sport.</p> <p><b>Dodging (locomotion)</b> Develop pupils' dodging technique applying this into games. Learn the roles of attacking and defending and start to understand when we attack and when we defend.</p>	<p>Develop our character work, adding movements, expression and emotion to create a motif.</p> <p><b>Hands (ball skills)</b> develop dribbling in order to keep control and possession of the ball. Combine dribbling, passing and receiving in order to keep possession of the ball.</p>	<p>using our feet in order to keep possession of the ball.</p> <p><b>Linking (gymnastics)</b> Apply 'champion gymnastics' to develop the different movements that pupils can link together on apparatus. Explore different ways pupils can perform the sequence. Jump, Roll, Balance.</p>	<p>we need to be accurate when we throw. Experience a competition against other pupils, developing their ability to collaborate.</p> <p><b>Explorers (dance)</b> Control and co-ordinate their bodies to perform movements that represent an explorer preparing for an expedition. Develop our character work, adding movements, expression and emotion to our motif.</p>	<p>(with a racket) towards a target. Explore hitting a ball (with a racket) with accuracy and power.</p> <p><b>Jumping (locomotion)</b> Apply pupils' knowledge of how to jump and how to jump in combination, into their own ideas for linking jumps. Explore jumping using different combinations, jumping for distance and speeds.</p>	<p>Develop their communication skills, enabling them to create simple strategies to complete a challenge.</p> <p><b>Games for Understanding</b> Create and understand simple attacking principles, applying them as a team into a game. Develop their understanding of what 'defending' means and when and why we defend as a team during a game.</p>
<p>In KS1 we block science across each term to ensure that resources can be shared. See Forest School Curriculum plan for added information about seasons and habitats.</p>						
<b>CYCLE A</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Science	<p><b>Animals Including Humans</b> <b>Amazing Me!</b> Notice that animals, including humans, have</p>	<p><b>Seasonal Changes</b> <b>Wild Weather</b> Observe changes across the four seasons.</p>	<p><b>Everyday Materials</b> <b>Brilliant Builders</b>  Identify and compare the suitability of a variety of everyday</p>	<p><b>Plants</b> <b>Growing Things</b> Observe and describe how seeds and bulbs grow into mature plants</p>	<p><b>Animals Including Humans</b> <b>Wild and Wonderful creatures</b> Notice that animals, including humans,</p>	<p><b>Living things and their Habitats</b> <b>Food Chains</b> Explore and compare the differences between things that</p>

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	<p>offspring which grow into adults. 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.</p>	<p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>have offspring which grow into adults.  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.</p>	<p>are living, dead, and things that have never been alive. 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. Identify and name a variety of plants and animals in their habitats, including micro-habitats. 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.</p>
CYCLE B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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Science	<p><b>Everyday Materials Brilliant Builders</b></p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><b>Everyday Materials Exploring Changes</b></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Seasonal Changes Weather Art</b></p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Observe and name a variety of sources of light, including electric lights, flames and the Sun.</p> <p>Associate shadows with a light source being blocked by something.</p>	<p><b>Plants Art and Nature</b></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.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>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.</p>	<p><b>Animals including humans People and their Pets</b></p> <p>Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><b>Living Things and their habitats Habitats and Homes</b></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive. 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.</p>
<b>CYCLE A</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Geography and History	<b>Geography</b>	<b>History</b>	<b>Geography</b> Ghana – Accra (capital)	<b>History</b> Titanic	<b>Geography</b> India	<b>History</b> Earth and Space

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	<p>Where in the world are we?</p> <p>Key Enquiry Question: Where are Hemel Hempstead and the UK located?</p> <p>Key Vocabulary and Concepts: oceans, continents, capital city, country, the United Kingdom, Northern Ireland, England, Wales, Scotland, globe, north, south, east, west, equator, pole</p> <p>Map skills and field work: globes, local scale maps</p>	<p>Christopher Columbus and Amelia Earhart</p> <p>Key question: Who crossed the Atlantic, how and why?</p> <p>Key concepts: Voyage</p> <p>Disciplinary Learning: Using sources to find out about the past</p>	<p>Key Enquiry Question: Where is Ghana and what is it like?</p> <p>Key Vocabulary and Concepts: continents, similarities and differences, country, season and weather, equator, village, town, city</p> <p>Map skills and field work: collect data for temperature and rainfall, maps and globes</p>	<p>Key question: Why did the Titanic sink and how did it make travel safer in the future?</p> <p>Key concepts: Voyage, civilisation</p> <p>Disciplinary Learning: cause and consequence, sources and evidence</p>	<p>Key Enquiry Question: Why do tigers live in India?</p> <p>Key Vocabulary and Concepts: weather, temperature, equator, poles, continents, oceans</p> <p>Map skills and field work: world map</p> <p>Zoo trip</p>	<p>Key question: How has space travel changed?</p> <p>Key concepts: voyage, Disciplinary Learning: historical significance, change and continuity</p>
<b>CYCLE B</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Geography and History	<p style="text-align: center;"><b>Geography</b></p> <p>Local Geography Study – Aycliffe Drive Primary and Grovehill</p> <p>Key Enquiry Question: Where is Aycliffe Drive Primary School?</p> <p>Key Vocabulary and Concepts: Grovehill, town, Hemel</p>	<p style="text-align: center;"><b>History</b></p> <p>Castles and the Monarchy</p> <p>Key question: Who lived in a castle and why?</p> <p>Key concepts: Monarchy, invasion</p> <p>Disciplinary Learning: continuity and change</p>	<p style="text-align: center;"><b>Geography</b></p> <p>London</p> <p>Key Enquiry Question: Where is London and what is it like?</p> <p>Key Vocabulary and Concepts: City, river, Thames, north, south, east, west, office</p>	<p style="text-align: center;"><b>History</b></p> <p>London/The Great Fire of London</p> <p>Key question: Why did the Great Fire of London start and what effect did it have?</p> <p>Key concepts: civilisation</p>	<p style="text-align: center;"><b>Geography</b></p> <p>Southend Seaside</p> <p>Key Enquiry Question: How is Southend different from Grovehill?</p> <p>Key Vocabulary and Concepts: port, harbour, differences and similarities, sea and</p>	<p style="text-align: center;"><b>History</b></p> <p>Seaside</p> <p>Key question: How have seaside resorts changed over time?</p> <p>Key concepts: civilisation, voyage</p> <p>Disciplinary Learning: sources and evidence, similarity and difference</p>

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	Hempstead, shop, house, road, forest, hill, valley, left and right Map skills and field work: local maps and images, Google earth, globes		Map skills and field work: Google earth, globe, maps	Disciplinary Learning: historical significance, sources and evidence	ocean, shop, house, beach Map skills and field work: comparing towns, maps, aerial images  Southend trip	
<b>CYCLE A</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Art and DT	<p style="text-align: center;">Art</p> <p>Printing Roy Lichtenstein/Andy Warhol To learn how to create different colours using colour mixing. To learn about different artists who print. To learn how to design their own printing block. Learn how printing is used to create repeated designs. To learn to explore different techniques and materials for printing. To learn to design a printing block.</p>	<p style="text-align: center;">DT</p> <p>Sewing Bunting Explore and evaluate a range of existing products in the context of evaluating bunting designs. Select from and use a range of tools and equipment to perform practical tasks (for example joining) in the context of using running stitch to join fabric</p>	<p style="text-align: center;">Art</p> <p>Observational fruit drawing Georgia O’Keeffe To learn how to make close observations of natural objects and recreate lines, pattern and texture. To learn how other artists have represented fruit and vegetables in their work. To learn about the style of a famous artist and be able to recreate their work To use a variety of media.</p>	<p style="text-align: center;">DT</p> <p>. Designing Fruit Salad Investigate the taste and textures of a range of fruits. To learn how to cut safely. To learn how to design a healthy fruit salad. To learn how to use tools appropriately to create a fruit salad. To evaluate their product against a set of criteria.</p>	<p style="text-align: center;">Art</p> <p>Van Gogh Starry Night To learn how to talk about and comment on other artists work Create visual representations of the planets using different media.</p>	<p style="text-align: center;">DT</p> <p>Moving Pictures Learn how to investigate different types of moving pictures. Learn that simple levers and sliding mechanisms can be used to create movement and that levers are used in products. To learn how to make simple slider and lever and mechanisms. To be able to design a picture with a moving part. To learn how to follow a plan to create own moving picture.</p>



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	Learn how to create a polystyrene printing block. To learn how to create a repeated printed pattern		To learn how to evaluate and discuss their own and other's work.			To learn how to evaluate own and others work.
<b>CYCLE B</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Art and DT	<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;">Portraits Picasso</p> <p>To learn what a portrait is and how other artists have represented them. To learn about the artist Picasso and his painting Woman in a hat. To learn how to compare modern portraits with those that Picasso painted. To learn how to draw own self portrait. To learn how to use ICT to take photos of faces from different angles. To learn how to paint the features of a portrait from different positions.</p>	<p style="text-align: center;"><b>DT</b></p> <p style="text-align: center;">Lunch boxes</p> <p>Explore and evaluate a range of existing products. Select from and use a wide range of materials according to their characteristics. Explore their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;">London Drawings Stephen Wiltshire</p> <p>Learn how other artists have represented famous buildings through art. Learn how buildings are made up of different patterns, textures and shapes. Experiment with the visual elements; line, shape, pattern and colour. Use skills already practised to draw own London landmark in ink. Use a variety of tools, techniques and media. Experiment with tools and techniques, inc.</p>	<p style="text-align: center;"><b>DT</b></p> <p style="text-align: center;">Making Dips and Dippers</p> <p>Explore and evaluate a range of existing products. Explore a range of existing products. Use the basic principles of a healthy and varied diet. To select from and use a range of tools and equipment to perform practical tasks. Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>	<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;">Seaside Natalie Pascoe</p> <p>To learn about an artist, Natalie Pascoe. To look at and discuss seaside pictures by other artists e.g. Natalie Pascoe. To be able recreate patterns and textures in a variety of ways</p>	<p style="text-align: center;"><b>DT</b></p> <p style="text-align: center;">Kites</p> <p>To explore materials used to make simple kites. To explore designs of diamond kites. To be able to construct a kite by following a design. To learn to use simple sewing techniques. To learn to evaluate their own work.</p>

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	<p>Sculptures</p> <p>To learn what a sculpture is and explore the work of Henry Moore.</p> <p>To learn how to use clay to create own face in the style of Henry Moore.</p>		layering, mixing media, scraping through etc.	Use the principles of a healthy and varied diet to prepare dishes.		
<b>CYCLE A and B</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
PSHE	<p><b>Being me in my world</b></p> <p>I can recognise when I feel worried and know who to ask for help / I know how to help myself and others feel like we belong / I know how to help myself and others feel like we belong / I listen to other people and contribute my own ideas about rewards and consequences / I can help make my class a safe and fair place / I understand how following the Learning</p>	<p><b>Celebrating differences</b></p> <p>I understand some ways in which boys and girls are similar and feel good about this / I understand some ways in which boys and girls are different and accept that this is OK / I understand why bullying might happen and how this makes someone feel / I can recognise what is right and wrong and know how to look after myself / I understand we shouldn't judge</p>	<p><b>Dreams and goals</b></p> <p>I can talk about past achievements and future goals / I can tell you some of my strengths as a learner / I can tell you how working with other people helps me learn / I can work with other people in a group to solve problems / I can explain some of the ways I worked well in my group to create the end product / I know how contributing to the</p>	<p><b>Healthy Me</b></p> <p>I am motivated to make healthy lifestyle choices / I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed / I understand how medicines work in my body and how important it is to use them safely / I can sort foods into the correct food groups and know which foods my body needs every day to</p>	<p><b>Relationships</b></p> <p>I accept that everyone's family is different and understand that most people value their family / I know different types of physical contact and which ones like and don't like and can talk about this / I can identify some of the things that cause conflict with my friends, I can use the problem-solving technique to resolve conflict / I understand that sometimes it is good to</p>	<p><b>Changing me</b></p> <p>I can recognise cycles of change and understand that some changes are out of my control / I can tell you about the natural process of growing from young to old and understand that this is not in my control / I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old / I can recognise the physical differences between boys and girls,</p>

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	Charter will help me and others learn / I recognise the choices I make and understand the consequences	people if they are different / I can tell you some ways I am different from my friends, I understand that these differences make us special	success of a group feels and I am able to store those feelings in my internal treasure chest (proud)	keep me healthy / I can make some healthy snacks and explain why they are good for my body / I have a healthy relationship with food and I know which foods are most nutritious for my body	keep a secret and sometimes it is not good to keep a secret / I recognise and appreciate people who can help me in my family, my school and my community / I can express appreciation and accept appreciation	use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private / I understand there are different types of touch and can tell you which ones I like and don't like / I can identify what I am looking forward to when I move to my next class
	<b>CYCLE A</b>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
RE	<p style="text-align: center;"><b>The Natural World</b></p> <p>To identify aspects of the natural world that they find wonderful.</p> <p>To learn what Christians, Jews and Muslims believe about how the world was made.</p> <p>To learn how Christians, Jews and Muslims show</p>	<p style="text-align: center;"><b>Light</b></p> <p>Learn why light is important in everyday life.</p> <p>Learn how light is used in Diwali, (Hinduism,) Hannukah (Judaism) and Christmas (Christianity.)</p>	<p style="text-align: center;"><b>Asking questions.</b></p> <p>Who is God?</p> <p>What is the effect we have on each other and the world?</p> <p>How do we feel when someone dies?</p> <p>What is important to us?</p>	<p style="text-align: center;"><b>Easter</b></p> <p>Palm Sunday The story of Zacchaeus.</p>	<p style="text-align: center;"><b>Special Places</b></p> <p>Why do Christians go to church?</p> <p>What would you find in a church?</p> <p>Discover a local church.</p>	<p style="text-align: center;"><b>Religious People</b></p> <p>Learn about the important people in the lives of religious people/groups Learn why it is necessary to have leaders of religious communities</p>

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	they are thankful for the natural world.					
<b>CYCLE B</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
RE	<b>Belonging</b>  Which groups do you belong to?  Welcoming babies into a family  What does it mean to belong to different faiths?	<b>The Christmas story</b>  The Wise Men The giving of gifts	<b>Signs and symbols</b>  What signs and symbols do we see in religions and what do they mean? How are signs and symbols used in Christianity and Islam?	<b>Easter</b>  Why is Easter important to Christians?	<b>Special Books</b>  To consider what is meant by a special book and identify books which are special to the pupils.  To learn about the Bible, Qur'an and Torah and why they are important	<b>Religious Stories</b>  To understand some of the stories that are important to religious people
<b>CYCLE A</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring</b>		<b>Summer 1</b>	<b>Summer 2</b>
Music	<u>Unit:</u> Round and Round  <b>Unit Theme:</b> Pulse, rhythm and pitch in different styles of music <b>Style of main song:</b> Bossa Nova <b>Supporting songs:</b> Livin' La Vida Loca by Ricky Martin (Latin/Pop) Imperial War March by John Williams (Film)	<b>Christmas Play</b> <b>Performing:</b> Use their voices expressively to speak and chant'  Sing short songs from memory, maintaining the overall shape of the melody and keeping in time.	<u>Unit:</u> I Wanna Play in a Band  <b>Unit Theme:</b> Playing together in a band <b>Style of main song:</b> Rock <b>Supporting songs:</b> We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles		<u>Unit:</u> Friendship Song  <b>Unit Theme:</b> A song about being friends <b>Style of main song:</b> Pop <b>Supporting songs:</b> Count On Me by Bruno Mars We Go Together (from the Grease soundtrack)	<b>Take One Tune</b> <b>Whole School Project</b>  All Skills covered

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	<p>It Had Better Be Tonight by Michael Bublé (Latin/Big Band) Why Don't You by Gramophonedzie (Big Band/Dance) Oya Como Va by Santana (Latin/Jazz)</p> <p><b><u>Instrumental Parts:</u></b> Key: D minor One note: D Easy Part: D, F, C &amp; D Medium Part: D, E, F, G &amp; A Melody: D, F, G, A &amp; C</p>		<p><b><u>Instrumental Parts:</u></b> Key: D One note: F Easy Part: D &amp; C Medium Part: G, F &amp; C Melody: C, D &amp; F</p>	<p>You Give A Little Love (from Buggy Malone) That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John You've Got A Friend In Me by Randy Newman</p> <p><b><u>Instrumental Parts:</u></b> Key: C One note: C Easy Part: E &amp; G Medium Part: E, G, A &amp; B Melody: C, D, E, F, G, A &amp; B</p>	
<b>CYCLE B</b>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<p>Rhythm in the way we walk &amp; The Banana Rap</p> <p><b>Unit Theme:</b> Pulse, rhythm and pitch, rapping, dancing and singing. <b>Style of main song:</b> Reggae</p>	<p><b>Christmas Play</b> <b>Performing:</b> Use their voices expressively to speak and chant'</p> <p>Sind short songs from memory, maintaining the overall shape of the</p>	<p>In the Groove</p> <p><b>Unit Theme:</b> How to be in the groove with different styles of music. <b>Style of main song:</b> Blues, Baroque, Latin, Bhangra, Folk, Funk <b>Supporting songs:</b> How Blue Can You Get by B.B. King (Blues)</p>	<p>Hands, Feet, Heart</p> <p><b>Unit Theme:</b> South African music <b>Style of main song:</b> Afropop, South African <b>Supporting songs:</b> The Click Song sung by Miriam Makeba</p>	<p><b>Take One Tune</b> <b>Whole School Project</b></p> <p>All Skills covered</p>

## Year 2 Planning Document

	<p><b>Supporting songs:</b>          The Planets, Mars by Gustav Holst (Classical)          Tubular Bells by Mike Oldfield (Pop)          The Banana Rap by Jane Sebba (Hip Hop)          Happy by Pharrell Williams (Pop)          When I'm 64 by The Beatles (Pop)</p>	<p>melody and keeping in time.</p>	<p>Let The Bright Seraphim by Handel (Baroque)          Livin' La Vida Loca by Ricky Martin (Latin/Pop)          Jai Ho by J.R. Rahman (Bhangra/Bollywood)          Lord Of The Dance by Ronan Hardiman (Irish)          Diggin' On James Brown by Tower Of Power (Funk)</p> <p><b><u>Instrumental Parts:</u></b>          Key: C          One note: C          Easy Part: C &amp; D          Medium Part: C &amp; D</p> <p>Melody: C, G &amp; A</p>	<p>The Lion Sleeps Tonight sung by Soweto Gospel Choir          Bring Him Back by Hugh Masekela          You Can Call Me Al by Paul Simon          Hlokoloza by Arthur Mafokate</p> <p><b><u>Instrumental Parts:</u></b>          Key: G          One note: G          Easy Part: G, A &amp; C          Medium Part, G, A, B &amp; C          Melody: E, F, G, A, B &amp; C</p>		
<b>CYCLE A</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Computing	<p><b>We are researchers</b>          Researching a topic online safely.</p>	<p><b>We are Celebrating</b></p>	<p><b>We are TV Chefs</b>          Health and fitness link / filming the steps of a recipe.</p>	<p><b>We are games testers</b>          Working out the rules for games. Use of Scratch , iPad, chrome books</p>	<p><b>We are astronauts</b>          Program a spaceship to move around the screen/link science topic on space</p>	<p><b>We are Collectors</b>          Use web search engines to collect pictures of different types of animals and then explore ways in which those pictures can be organise/ link science habitats</p>

## Year 2 Planning Document

	CYCLE B					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	<p><b>We are photographers</b> Taking and editing digital photographs Use of camera, I pads, photo apps</p> <p><b>E safety</b> 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 on line technologies.</p>	<p><b>We are Detectives</b> Using data to solve clues/ link to castles</p> <p><b>E safety</b> 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 on line technologies.</p>	<p><b>We are Zoologists</b> Go on a bug hunt, recording and identifying the small animals they find. They then organise the data they have collected, record it using a graphing package/link science and forest school</p> <p><b>E safety</b> Use technologies safely and respectfully, keeping personal information private</p>	<p><b>We are Storytellers</b> Create a talking book that they can share with others.</p> <p><b>E safety</b> Use technologies safely and respectfully, keeping personal information private</p>	<p><b>We are Treasure Hunters</b> Programming using Beebots app or Beebots.</p>	<p><b>We are Painters</b> Illustrating an ebook /link to fairytales</p>