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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Term | English | Science | History | Geography | Art and design | DT | Music Charanga  Check all links please | P.E | R.E | French | ICT | PSCHE |
| Autumn 1 | Stories in familiar settings  Postcards and letters  Songs and repetitive poems | Living things and their habits | **History:**  The history of FLIGHT | | **DT:**  Animal art, paper plates. Masks, hand prints aeroplanes hot air balloons | | <https://www.youtube.com/watch?v=gvCws5ut0Vw>  flying song | Athletics  Dance  <https://www.youtube.com/watch?v=u_p53AgGnko> | Our World <https://www.youtube.com/watch?v=4-z-JXJFc4w> | Animals | E safety | Bullying Saving Energy |
| Autumn 2 | Traditional tales  Information books Traditional poems | Living things and their habits | **Geography**: Basic vocabulary and Human features of localities. | | **DT:** Xmas cards, calendars and decorations – include drawing and cutting out using a template and using stencils  Landscapes | | Xmas performance | Badminton  Dance | Plants and Christmas words | Media | More than 1 friend  Christmas with go givers |
| Spring 1 | Traditional tales other cultures  Instructions  Poems about the senses | Everyday Materials | **Geography:** The UK | | **DT:**  Cooking | | <https://www.youtube.com/watch?v=h7yw0lGNelU> | Hockey Gym | Special places | Place names | Data | Give and receive/ The golden statue |
| Spring 2 | Fantasy stories  Recounts  Humorous poems | Everyday materials | **Geography: Australia**  Compare UK to another country <https://www.youtube.com/watch?v=zsO_XLmlnlM> | | **Art**: Aboriginal art forms – dotted pictures https://s-media-cache-ak0.pinimg.com/236x/19/45/09/194509d6c602fc33dee9bc0af6998ede.jpghttps://s-media-cache-ak0.pinimg.com/236x/51/04/c7/5104c7f725891d71ac57bc0b07338740.jpg | | <https://www.youtube.com/watch?v=lsvNUv5x37o> | Dance  Gym | Everyday items | E safeguarding | Bouncing back/sticks and stones |
| Summer 1 | Quests and adventures  Recounts  Favourite poems | Plants | **History:**  Kings and Queens | | **Art:**  Portraits | | <https://www.youtube.com/watch?v=rPwp66z543A> | Tennis  Ball skills | Special People | Topic based vocab | Computer science | Dog’s life/golden girls |
| Summer 2 | Stories- same author  Information texts Poems about birds | Animals including humans | **History:**  Significant historical events Leeds Liverpool canal - local study | | **Art:** Water art and paint mixing | | Charanga + playing percussion instruments. | Cricket Athletics | The world around us | Info literacy | Voting  Africa |

**Art: Animal art**

* select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing

**History: History of flight**

* events beyond living memory that are significant nationally or globally

**Science: Living things and their habitats Term**

*Statutory requirements*

* 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
* identify and name a variety of plants and animals in their habitats, including microhabitats
* 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.

*Notes and guidance*

Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms ‘habitat’ and ‘micro-habitat’ They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest. Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: ‘Is a flame alive? Is a deciduous tree dead in winter?’ and talk about ways of answering their questions. They could construct a simple food chain that includes humans. They could describe the conditions in different habitats and micro-habitats and find out how the conditions affect the number and type(s) of plants and animals that live there.

**French:**

Animals

Year 2: Autumn 1ST

Theme:

**Music**: Charanga – <https://www.youtube.com/watch?v=gvCws5ut0Vw>

**R.E: Our world – whole term** [**https://www.youtube.com/watch?v=4-z-JXJFc4w**](https://www.youtube.com/watch?v=4-z-JXJFc4w)

**Please include Information about Harvest and Christmas around the world**

* Be able to reflect on the beauty of the natural world.
* Express their own responses to the natural world.
* Know that there are threats to the environment and the survival of people and animals in some parts of the world.
* Know that religious and secular organisations work to protect the world.
* Know that religions have stories about the creation of the world.
* Know what one or two religions teach about the natural world.

**PSCHE:**

Bullying /Saving energy

**P.E:** Athletics/dance <https://www.youtube.com/watch?v=u_p53AgGnko>

**ENGLISH: Stories in familiar settings**

Essential books:

*A Lion in the Meadow* by Margaret Mahy

*You Choose* by Nick Sharratt and Pippa Goodhart

*The Pet that Flew* Hamilton Animated Tale and Group Reader

Grammar includes:

Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command.

**ENGLISH: Postcards & Letters**

Essential books:

*John Patrick Norman McHennessy* by John Burningham

*Dear Teacher* by Amy Husband

*The Three Guinea Fowl* Hamilton Grammar Group Reader

includes:

Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command.

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**ENGLISH: Songs and repetitive poems**

Essential books:

*The Works* chosen by Paul Cookson

Grammar includes:

Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; using and understand grammar terminology.

Year 2: Autumn 2nd

Theme

**Science: Science: Living things and their habitats term**

*Statutory requirements*

* 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
* identify and name a variety of plants and animals in their habitats, including microhabitats
* 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.

*Notes and guidance*

Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms ‘habitat’ and ‘micro-habitat’ They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest. Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: ‘Is a flame alive? Is a deciduous tree dead in winter?’ and talk about ways of answering their questions. They could construct a simple food chain that includes humans. They could describe the conditions in different habitats and micro-habitats and find out how the conditions affect the number and type(s) of plants and animals that live there.

**Geography:**

Use basic geographical vocabulary to refer to:

* key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**DT:**

* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

**R.E: Our world – whole term** [**https://www.youtube.com/watch?v=4-z-JXJFc4w**](https://www.youtube.com/watch?v=4-z-JXJFc4w)

**Please include Information about Harvest and Christmas around the world**

* Be able to reflect on the beauty of the natural world.
* Express their own responses to the natural world.
* Know that there are threats to the environment and the survival of people and animals in some parts of the world.
* Know that religious and secular organisations work to protect the world.
* Know that religions have stories about the creation of the world.
* Know what one or two religions teach about the natural world.

**Music: Charanga**

**P.E:** Badminton/Dance

**PSCHE:** Christmas /More than one friend

**French:** Plants and Christmas words

**English: Information texts**

Essential books:

*Dogs* by Emily Gravett

*Matilda’s Cat* by Emily Gravett

*Boris and Sid find a tiger* Hamilton Group Reader

*Chicken and Shark* Hamilton Group Reader

Grammar includes:

Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command.

**English: Traditional Tales**

Essential books:

*Hamilton Traditional Tales: Ant & Grasshopper*

available from Hamilton Education

*The Frog & the Scorpion* Hamilton oral story

Grammar includes:

Co-ordination: using conjunctions (and, or, but) to join simple sentences; learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command.

**English: Traditional poems for young children**

Essential books:

*The Works* chosen by Paul Cookson

Grammar includes:

Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; using and understand grammar terminology.

**DT: Cooking**

* select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
* use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.

**Geography:**

* name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Music: Charanga

<https://www.youtube.com/watch?v=h7yw0lGNelU>

**Science: Uses of everyday materials Term**

*Statutory Requirements*

* identify and compare the suitability of a variety of everyday 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.

*Notes and guidance*

Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam. Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.

Year 2: Spring 1st

Theme

**French:**

Place names

**R.E: Special Places – whole term**

* Understand that they and other people have places and spaces which are special to them
* Identify places that are special to a large number of people
* Explain how they feel in a religious building
* Express their response to music, light, design etc
* Show respect for the building and the community
* Identify the key features of each of the buildings
* Know some of the key symbols
* Identify the key purposes of the building
* Use appropriate terminology
* Identify the differences and similarities between the two places of worship

**P.E:**

Hockey/gym

**PSCHE:**

To give is to receive/the golden statue

**English: Instructions**

Essential books:

*Instructions* by Neil Gaiman, Bloomsbury

Grammar includes:

Demarcating sentences using capital letters, full stops, question or exclamation marks.

**English: Traditional tales from a variety of cultures**

Essential books:

*Hansel and Gretel* by Anthony Browne, Walker

*Hansel and Gretel* Ladybird Tales, Ladybird

*Baba Yaga and the Stolen Baby*, Alison Lurie

*Baba Yaga*, Tony Bradman, Oxford Reading Tree

*Why not me?* Hamilton Group Reader

Grammar includes:

Using conjunctions ‘and’, ‘or’, ‘but’ to join sentences; using ‘when’, ‘because’, ‘if’, ‘where’, etc. to create subordinate clauses; demarcating sentences using capital letters, full stops, question or exclamation marks.

**English: The Senses**

Essential books:

*The Works* chosen by Paul Cookson

Grammar includes:

Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; using and understand grammar terminology; using ‘when’, ‘if’, ‘that’, ‘because’ to create subordinate clauses.

**Art and Design: Aboriginal art**

* to use a range of materials creatively to design and make products

**Geography: Australia** <https://www.youtube.com/watch?v=zsO_XLmlnlM>

* 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

Year 2: Spring 2nd

Theme

**Science: Uses of everyday materials Term**

*Statutory Requirements*

* identify and compare the suitability of a variety of everyday 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.

*Notes and guidance*

Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam. Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.

**Music: Charanga** <https://www.youtube.com/watch?v=lsvNUv5x37o>

**R.E: Special Places – whole term**

* Understand that they and other people have places and spaces which are special to them
* Identify places that are special to a large number of people
* Explain how they feel in a religious building
* Express their response to music, light, design etc
* Show respect for the building and the community
* Identify the key features of each of the buildings
* Know some of the key symbols
* Identify the key purposes of the building
* Use appropriate terminology
* Identify the differences and similarities between the two places of worship

**P.E: Dance/gym**

**PSCHE:**

Sticks and stones

Bouncing back

**French:**

Everyday items

**English: Humorous poems**

Essential books:

*The Works* chosen by Paul Cookson

Grammar includes:

Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; using and understand grammar terminology.

**English: Stories involving fantasy**

Essential books:

*The Dragon Machine* by Helen Ward

*George and the Dragon* by Chris Wormell

*The Paper Bag Princess* by Robert Munsch

Grammar includes:

Using adjectives to describe nouns; using conjunctions ‘and’, ‘or’, ‘but’ to join sentences; using conjunctions (when, if, because) to add subordinate clauses.

**English: Recounts**

Essential books:

*Diary of a Wombat by* Jackie French. Harper Collins

*Diary of a Baby Wombat by* Jackie French. Harper Collins

*Chicken’s Bad Dream* Hamilton Group Reader

*The dog who wouldn’t stop barking* Hamilton Group Reader

Grammar includes:

Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; using conjunctions ‘and’, ‘or’, ‘but’ to join sentences; using ‘when’, ‘because’, ‘if’, ‘where’, etc. to create subordinate clauses.

**History: ( Princess Diana and The Monarchy)**

* changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Year 2: Summer 1st

Theme

**Art and Design:**

* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

**Science: Plants**

*Statutory Requirements*

* observe and describe how seeds and bulbs grow into mature plants
* find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

*Notes and guidance*

Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants. Note: Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them. Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.

**Music: Charanga**

<https://www.youtube.com/watch?v=rPwp66z543A>

*See DC Song on Sing up*

**R.E: Special People – whole term**

* Know that we all have people who are special to us

Explain what makes people special

* Express their own ideas about special people
* Identify people who are believed to be special by many people
* Know that people are considered to be special for a variety of reasons
* Know that some people are special for religious reasons
* Know the main events in the lives of significant people in two religious traditions
* Know why these people are believed to be special
* Be able to reflect on the meaning and significance of stories

**P.E:**

Tennis /ball skills

**PSCHE:**

It’s a dog’s life/ Golden girls

**French:**

Topic based vocab

**English: Quest and Adventure stories**

Essential books:

*Lost and Found* and *The Way Back Home* by

Oliver Jeffries

*We’re going on a bear hunt* by Michael Rosen

*The Quest* Hamilton Group Reader

Grammar includes:

Identifying and using sentences with different forms; using and distinguishing past and present tense; learning how to use familiar and new punctuation.

**English: Recounts**

Essential books:

*Maisie’s Dragon* by Philippa Danvers

Grammar includes:

Using subordination and co-ordination writing sentences with two main clauses or with subordinate clauses; punctuating questions with question marks and sentences with full stops and exclamation marks;

using grammatical terminology.

**English: Favourite poems**

Essential books:

*A selection of classic poems is provided in resources*

Grammar includes:

Using a variety of end of sentence punctuation; using capital letters for the start of lines in poems; beginning to use commas correctly.

**History:**

* significant historical events, people and places in their own locality.

**Art and Design:**

* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

**French:** The world around us

**Music: Charanga**

Year 2: Summer 2nd

Theme

Science: Animals, including humans

*Statutory requirements*

* 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)
* describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

*Notes and guidance*

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

**R.E: Special People – whole term**

* Know that we all have people who are special to us

Explain what makes people special

* Express their own ideas about special people
* Identify people who are believed to be special by many people
* Know that people are considered to be special for a variety of reasons
* Know that some people are special for religious reasons
* Know the main events in the lives of significant people in two religious traditions
* Know why these people are believed to be special
* Be able to reflect on the meaning and significance of stories

**P.E:**

Cricket Athletics

**PSCHE:**

Votes/Africa

**English: Stories by the same author: Anthony Browne**

Essential books:

*Willy the Wimp, Gorilla, Silly Billy* and *The Night* *Shimmy* All by Anthony Browne

Grammar includes:

Using past tense consistently; using subordination and co-ordination writing sentences with two main clauses or with subordinate clauses; using expanded noun phrases; using familiar and new punctuation correctly.

**English: Information texts**

Essential books:

*Harry and The Bucketful of Dinosaurs* by

Ian Whybrow

*Nana, what is an information text?* By Ruth Merttens. Hamilton Group Reader

*Tyrannosaurus Drip* by Julia Donaldson

Grammar includes:

Learning how to use past and present tense correctly including the progressive form; learning how to use familiar and new punctuation.

**English: Really looking! Poems about birds**

Essential books:

*None:*selected websites and poems in resources

Grammar includes:

Using expanded noun phrases in writing descriptions; using familiar and new punctuation correctly.