



Glen Hills Primary School

Overview of Year 2 2025/2026

AUTUMN	SPRING	SUMMER
<p>ENGLISH (Every lesson following the National Curriculum 2014 – Year 2 TAFs Writing and Reading) For R.O.A. 3 samples of independent writing – Sep, Jan, May World Book Day in March Speaking and listening Opportunities to speak and listen to others (carousel work). Poetry reading/learning by heart. Children plan work alone and together. They are encouraged to express opinions. Imaginative play – puppets. Play word / describing games. Rules and instructions. Listen to and respond to/ learn poems and stories.</p> <p>Reading Reading practice sessions during assembly time where children read to an adult. Whole class reading lessons to develop reading skills for understanding. Develop a range of reading strategies. Discuss and review favourite books. Access to high quality texts providing appropriate level of challenge. Develop fluency, accuracy, expression and understanding leading to silent reading. Non-fiction books. Library skills. Poetry reading. Access reading for pleasure books and books matched to phonics ability. IWB resources. Topic boxes to support topics.</p> <p>Writing Reports, fiction, non-fiction and creative writing linked to the National Curriculum 2014. Topic and RE follow up writing. Punctuation/spellings taken from the National Curriculum 2014. Short handwriting sessions throughout the week. Phonics Little Wandle phonics scheme implemented 3 times a week. Phonics keep up sessions where necessary in the afternoons. Fully decodable reading book sent home weekly.</p> <p>Grammar Weekly Rainbow Grammar lessons using Rainbow Grammar Curriculum programme of study, introducing and developing use of grammatical vocabulary and rules. Integration of these techniques into extended writing.</p> <p>Spelling Linked to Year 2 National Curriculum programme of study guidelines and linked to Read Write Inc. scheme.</p>		
<p>ICT <i>Internet (e-books), iPads, chrome books, use of Junior Librarian system to scan books, Topmarks.</i></p>		
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<p>MATHS (five lessons per week following the National Curriculum 2014 – Maths – Year 2) Two R.O.A samples (throughout the year).</p> <p>Count read and write whole numbers to at least 100 (extend to 1000) and know what each digit represents including 0 as the place holder. Add two 2-digit numbers, add three 1- digit numbers Describe and extend simple number sequences (including odd and even numbers). Counting on and back in ones and tens from any two digit number. Understand that subtraction is the inverse of addition; state the subtraction corresponding to a given addition and vice versa. Know by heart all addition and subtraction facts for each number to at least 20. Use knowledge that addition can be done in any order to do mental calculations more efficiently. Make comparisons using < >=symbols. Recognise £ p symbols. Understand the operation of multiplication as repeated addition or as describing an array. Know and use halving as the inverse of doubling. Know by heart facts for the 2, 5 and 10 multiplication tables. Estimate, measure and compare lengths, masses, and capacities using standard units; suggest suitable units and equipment for such measurements. Finding/writing fractions of quantities (and length). Telling the time to nearest 5 minutes. Read a simple scale to the nearest labelled division, including using a ruler to draw and measure lines to the nearest centimetre. Use the mathematical names for common 2D and 3D shapes; sort shapes and describe some of their features (eg: edges, vertices) Use mathematical vocabulary to describe position, direction and movement. Measuring temperature in °C. Choose and use appropriate operations and efficient calculation strategies to solve problems explaining how the problem was solved.</p>		
<p>ICT Internet – (MyMaths website,) ITPs, Developing Number, Interactive Whiteboards Maths Games 1 & 2, Topmarks, Times Tables Rock Stars.</p>		

Autumn	Spring	Summer
<p>ART</p> <p>This term we are creating a wide range of art pieces that are focused on topics. These pieces of art consist of:</p> <ul style="list-style-type: none"> Self-portraits/sketching facial features using oil pastels. Identifying hot and cold colours. Create hot and cold pictures that link St Lucia. Wax resist to create a Bonfire Night. Using a variety of media to create fire pictures. Fire printing. Painting using correct brush strokes. <p>This will allow the children to learn these skills:</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Look at a wide range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>ART</p> <p>This term we are creating a wide range of art pieces that are focused on topics. These pieces of art consist of:</p> <ul style="list-style-type: none"> Observational drawings nature. Sketching and shading with grey pencil (feathers). Birds in the style of various artists. Watercolour birds. Insects sculptures. Studying various artists who specialise in insects. Tone, shading, shape and form. <p>This will allow the children to learn these skills:</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Look at a wide range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>ART</p> <p>This term we are creating a wide range of art pieces that are focused on topics. These pieces of art consist of:</p> <ul style="list-style-type: none"> Short study of Vincent Van Gogh. Looking at his paintings and his life. Pastels and paints to recreate a picture in the style of Van Gogh. Draw a flower or plant from observation. Evaluate my own work. Sketching and shading with coloured pencils (castles). Create a collage (castles). Create castle sculptures. <p>This will allow the children to learn these skills:</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Look at a wide range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
<p>ICT/ Art - Topmarks/Topic Box websites</p>	<p>ICT/Art - Topmarks/Topic Box websites</p>	<p>ICT/Art - www.vangoghgallery.com Topmarks/Topic Box websites</p>
AUTUMN	SPRING	SUMMER
<p>D&T</p> <p><u>Sewing a Christmas decoration</u></p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use some tools such as a needle and fabric scissors, to perform practical tasks for example, cutting, joining and finishing. Evaluate their ideas and products against design criteria <p><u>Christmas Crafts</u></p> <p>Create a range of Christmas crafts such as cards, stockings, robins and Christmas puddings</p> <ul style="list-style-type: none"> Select from and use some tools such as a scissors, to perform practical tasks for example, cutting, joining and finishing. Select from and use a wide range of materials and components, including construction materials. 	<p>D&T</p> <p><u>Making a Moving Vehicle</u></p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use some tools such as a scissors and hacksaw, to perform practical tasks for example, cutting, joining and finishing. Select from and use a wide range of materials and components, including construction materials. Evaluate their ideas and products against design criteria <p><u>Other Crafts</u></p> <p>Create a range of crafts such as Easter cards, Mother's Day cards etc</p> <ul style="list-style-type: none"> Select from and use some tools such as a scissors, to perform practical tasks for example, cutting, joining and finishing. Select from and use a wide range of materials and components, including construction materials. 	<p>D&T</p> <p><u>Making Pizzas</u></p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use some tools such as a knife and cheese grater, to perform practical tasks for example, cutting, shaping, joining and finishing. Select from and use a wide range of materials and components, including construction materials textiles and ingredients Evaluate their ideas and products against design criteria <p><u>Other Crafts</u></p> <p>Create a range of crafts such as Father's Day cards etc</p> <ul style="list-style-type: none"> Select from and use some tools such as a scissors, to perform practical tasks for example,

		<p>cutting, joining and finishing.</p> <ul style="list-style-type: none"> Select from and use a wide range of materials and components, including construction materials. <p><u>Cross Curricular Links</u></p> <p>Science – Create a greenhouse structure. Art – Build a castle structure Maths – Measuring castles using construction toys.</p>
ICT/DT - Primary Paint/Word Infant toolkit	ICT/DT - Primary Paint/Word Infant toolkit	ICT/DT - Primary Paint/Word Infant toolkit
AUTUMN	SPRING	SUMMER
<p>GEOGRAPHY</p> <p>This term, our topic that we will be focusing on is St Lucia. These are the activities and lessons that we will be covered:</p> <p><u>St Lucia (similarities and differences to local area)</u></p> <ul style="list-style-type: none"> Trigger assessment. Knowledge organisers. Contrasting and comparing a local area with St. Lucia. Looking at flags, photos, industry, climate, map and currency. Learn about coordinates using atlas, globes, Google Earth, books and videos. <p>This will allow the children to learn these skills:</p> <ul style="list-style-type: none"> Develop knowledge of the location such as human and physical features and characteristics. To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans. To use simple compass directions and locational and directional language. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map; and use and construct basic symbols in a key. To use simple fieldwork and observational skills. 	<p>GEOGRAPHY</p> <p>This term, our topic that we will be focusing on is What a Wonderful World. These are the activities and lessons that we will be covered:</p> <p><u>What a Wonderful World</u></p> <ul style="list-style-type: none"> Trigger assessment. Knowledge organisers. 7 continents and 5 oceans of the world. Location of hot and cold countries. Aerial views. Follow directions and learn about compasses Maps, globe, atlas, books. Understand where we live in the world. Express views on the environment of the local area – likes & dislikes, ways to improve it. Key Vocabulary – river, lake, mountain, valley, hill, canal, reservoir (physical and human features) Learn all about different climates <p>This will allow the children to learn these skills:</p> <ul style="list-style-type: none"> Develop knowledge of the location such as human and physical features and characteristics. To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans. To use simple compass directions and locational and directional language. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map; and use and construct basic symbols in a key. To use simple fieldwork and observational skills. 	<p>GEOGRAPHY</p> <p>This term, our topic that we will be focusing on is Seaside. These are the activities and lessons that we will be covered:</p> <p><u>Beside the Seaside</u></p> <ul style="list-style-type: none"> Learn about coastal features and locations. Human and physical features of the coast. World maps, atlases and globes to identify the United Kingdom and its countries, Aerial views. Maps, globe, atlas, books. Simple fieldwork and observational skills Learn about Scotland to write a non-fiction report 4 countries that make up the U.K and the capital cities for each country. Follow directions and learn about compasses Comparison between local area and seaside town. Key Vocabulary – river, lake, mountain, valley, hill, canal, reservoir, pier, promenade, bay, harbour, landscape, coastline, tourist (physical and human features) <p>This will allow the children to learn these skills:</p> <ul style="list-style-type: none"> Develop knowledge of the location such as human and physical features and characteristics. To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans. To use simple compass directions and locational and directional language. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map; and use and construct basic symbols in a key. To use simple fieldwork and observational skills.

<p>ICT/Geography - www.stlucia.org Infant toolkit 2www.turg.com/stlucia.html St Lucia Video Topmarks resources Topic Box website</p>	<p>ICT/Geography - www.city-visitor.com/glenparva Primary Graph Level 2 Lesson Maker 2D Year 2, T.V. progs, World Explorer, Google Earth Topmarks/Topic Box websites</p>	<p>ICT/Geography - Google Earth, St Ives</p>
AUTUMN	SPRING	SUMMER
<p>HISTORY</p> <p>This term, our topic will be focusing on Famous People and Events. These are the activities and lessons that we will be covered:</p> <p><u>Famous events and people from the past</u></p> <ul style="list-style-type: none"> • Trigger Assessment • Knowledge organisers. • Louis Braille, Florence Nightingale, Mary Seacole, Guy Fawkes, Alexander Graham Bell, Samuel Pepys. • Remembrance Day • Make a poster of Remembrance Day and make a poppy. • Ordering significant events and people on a timeline. <p>This will allow the children to learn these skills:</p> <ul style="list-style-type: none"> • Changes within living memory. • Events beyond living memory that are significant nationally or globally. • The lives of significant individuals in the past who have contributed to national and international achievements. • Significant historical events, people and places in their own locality. • Place events, people and objects in the correct time order. • Identify differences between ways of life in the past and present. • Use the right historical words to explain the passing of time. • Understand how we can find out about the past. • Beginning to ask questions to find out about things from the past. • Answer simple questions about the past by using stories and other sources. <p>Lens cause and Consequence</p>	<p>HISTORY</p> <p>This term, our topic will be focusing on Travel and Transport. These are the activities and lessons that we will be covered:</p> <p><u>Travel and Transport</u></p> <ul style="list-style-type: none"> • Trigger assessment. • Knowledge organisers. • How has travel and transport changed? • Early forms of transport. • History of cars. • History of trains. • Who is George Stevenson and what did he do? • Who are the Wright brothers and what did they do? • Who is Henry Ford and why is he famous? • Who is Karl Benz and why is he famous? • Order significant events and people on a timeline. <p>This will allow the children to learn these skills:</p> <ul style="list-style-type: none"> • Changes within living memory. • Events beyond living memory that are significant nationally or globally. • The lives of significant individuals in the past who have contributed to national and international achievements. • Significant historical events, people and places in their own locality. • Place events, people and objects in the correct time order. • Identify differences between ways of life in the past and present. • Use the right historical words to explain the passing of time. • Understand how we can find out about the past. • Beginning to ask questions to find out about things from the past. • Answer simple questions about the past by using stories and other sources. <p>Cause and consequence lens</p>	<p>HISTORY</p> <p>This term, our topic will be focusing on Castles. These are the activities and lessons that we will be covered:</p> <p><u>Castles</u></p> <ul style="list-style-type: none"> • Quiz as a trigger assessment. • Knowledge organisers. • Materials used – wood/stone. • Motte and Bailey castles. • Stone castles. • Timeline of castles and how castles changed over time. • Weapons, armour, shields, heraldry, jobs, clothing, way of life, battles, stained glass windows. • Books, videos, models. • Trip to Rockingham Castle. <p>This will allow the children to learn these skills:</p> <ul style="list-style-type: none"> • Changes within living memory. • Events beyond living memory that are significant nationally or globally. • The lives of significant individuals in the past who have contributed to national and international achievements. • Significant historical events, people and places in their own locality. • Place events, people and objects in the correct time order. • Identify differences between ways of life in the past and present. • Use the right historical words to explain the passing of time. • Understand how we can find out about the past. • Beginning to ask questions to find out about things from the past. • Answer simple questions about the past by using stories and other sources. <p>Cause and consequence lens</p>
<p>ICT/ History - www.firstschoolyears.com/history www.bbc.co.uk/schools TV progs (BBC Watch) Topmarks/Topic Box websites</p>	<p>ICT/ History - www.bbc.co.uk/schools Textease Topmarks/Topic Box websites</p>	<p>ICT/ History - www.kotn.ntu.ac.uk/castles www.castles.org.kids www.nationalgeographic.com/castles Topmarks/Topic Box websites</p>

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<p>Computing</p> <p>This term, our topic will be focusing on IT Around Us and Digital Photography. These are the activities and lessons that we will be covered:</p> <p><u>Computer Systems and Networks – IT Around Us</u></p> <ul style="list-style-type: none"> Develop their understanding of what information technology (IT) is and will begin to identify examples. Discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Investigate how IT improves our world and learn about the importance of using IT responsibly. <p><u>Creating Media – Digital Photography</u></p> <ul style="list-style-type: none"> Learn to recognise that different devices can be used to capture photographs. Gain experience capturing, editing, and improving photos. Use this knowledge to recognise that images they see may not be real. <p>This will allow the children to learn these skills:</p> <ul style="list-style-type: none"> Recognise common uses of information technology beyond school Use technology purposefully to create, organise, store, manipulate, and retrieve digital content Use technology safely and respectfully, keeping personal information private Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs 	<p>Computing</p> <p>This term, our topic will be focusing on Robot Algorithms and Data & Information. These are the activities and lessons that we will be covered:</p> <p><u>Robot Algorithms</u></p> <ul style="list-style-type: none"> Understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Use given commands in different orders to investigate how the order affects the outcome. Design in programming. Develop artwork and test it for use in a program. Design algorithms and then test those algorithms as programs. <p><u>Data and Information - Pictograms</u></p> <ul style="list-style-type: none"> Begin to understand what the term data means and how data can be collected in the form of a tally chart. Learn the term 'attribute' and use this to help them organise data. Progress onto presenting data in the form of pictograms and finally block diagrams. Use the data presented to answer questions. <p>This will allow the children to learn these skills:</p> <ul style="list-style-type: none"> Recognise common uses of information technology beyond school Use technology purposefully to create, organise, store, manipulate, and retrieve digital content Use technology safely and respectfully, keeping personal information private Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs 	<p>Computing</p> <p>This term, our topic will be focusing on Introduction to Quizzes. These are the activities and lessons that we will be covered:</p> <p><u>An Introduction to Quizzes</u></p> <ul style="list-style-type: none"> Begin to understand that sequences of commands have an outcome and make predictions based on their learning. Use and modify designs to create their own quiz questions in ScratchJr. Evaluate their work and make improvements to their programming projects. <p>This will allow the children to learn these skills:</p> <ul style="list-style-type: none"> Recognise common uses of information technology beyond school Use technology purposefully to create, organise, store, manipulate, and retrieve digital content Use technology safely and respectfully, keeping personal information private Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs
<p>AUTUMN</p>	<p>SPRING</p>	<p>SUMMER</p>
<p>MUSIC</p> <p>Our focus this term is to create pieces of music in small or class groups, using new skills and previously taught skills, perform and evaluate compositions using musical vocabulary. We are continuing to build on our knowledge of pulse and voice learning these skills:</p> <p><u>Unit 1 – Pulse and Unit 2 - Voice</u></p> <ul style="list-style-type: none"> Play/chant with a good sense of pulse. Respond to visual and aural cues Perform using graphic notation Read stick notation to represent crotchets, paired quavers and crotchet rests Compose my own piece using stick notation for crotchets, paired quavers and crotchet rests Perform my composition as part of a group in time to the pulse Comment on my own and other people's performances using Year 2 vocabulary. 	<p>MUSIC</p> <p>Our focus this term is to create pieces of music in small or class groups, using new skills and previously taught skills, perform and evaluate compositions using musical vocabulary. We are continuing to build on our knowledge of rhythm and pitch learning these skills:</p> <p><u>Unit 3 – Rhythm and Unit 4 - Pitch</u></p> <ul style="list-style-type: none"> Perform with a good sense of pulse and rhythm. Recognise rhythmic patterns found in speech and songs. Demonstrate the difference between pulse and rhythm through physical movement, playing and singing. Use stick notation to record rhythms. Comment on my own and other people's performances using Year 2 vocabulary learnt. demonstrate increased understanding of basic musical features such as pitch, rhythm and dynamics through performance 	<p>Music</p> <p>Our focus this term is to create pieces of music in small or class groups, using new skills and previously taught skills, perform and evaluate compositions using musical vocabulary. We are continuing to build on our knowledge of technology and 20th century music learning these skills:</p> <p><u>Unit 5 – Technology and Unit 6 – 20th Century Music</u></p> <ul style="list-style-type: none"> Experiment changing and combining sounds through technology. Create and perform simple rhythms following a given structure. Listen to, and make observations about a variety of live and recorded music. Comment on my own and other people's performances using Year 2 vocabulary learnt.

<ul style="list-style-type: none"> Sing, with accuracy, within a range of notes (do-so). Follow and use performance instructions (including starting, stopping, dynamics and tempo). Recognise and demonstrate the link between pitch and shape using graphic notation. Comment on my own performance using Year 2 vocabulary. 	<ul style="list-style-type: none"> Respond to the musical stimulus, considering appropriate pitch choices for composition. Demonstrate awareness of a link between shape, pitch and rhythm using graphic notation. Comment on my own and other people's performances using Year 2 vocabulary learnt 	<ul style="list-style-type: none"> Identify and perform features of film music. Identify and perform features of The Beatles' music. Identify and perform features of Modern Bhangra music. Create and practise a piece of music using features of different genres. Comment on my own and other people's performances using Year 2 vocabulary learnt.
ICT / MUSIC - Keyboard Skills, Music toolkit	ICT / MUSIC - Keyboard Skills, Music toolkit	ICT / MUSIC - Keyboard Skills, Music toolkit
AUTUMN	SPRING	SUMMER
<p>P.E.</p> <p>This term, we will be focusing on how to control movement through a range of activities. These will enable the children to understand the effect of PE on their bodies. We have a PE specialist who will teach and work with the children. These are the activities and lessons that we will be covered:</p> <ul style="list-style-type: none"> Music, Movement and Drama. Gymnastics Dance Games Music used as a stimulus for ideas and expression. Warm up work. <p>This will allow the children to learn these skills:</p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching. Developing balance, agility and coordination. Begin to apply these in a range of activities. Perform dances using simple movement patterns. 	<p>P.E.</p> <p>This term, we will be focusing on how to control movement through a range of activities, working in a team and games such as throwing and catching. These will enable the children to understand the effect of PE on their bodies. We have a PE specialist who will teach and work with the children. These are the activities and lessons that we will be covered:</p> <ul style="list-style-type: none"> Gymnastics Dance Games – Throwing, Catching and Racing. Finding a space and field games Team versus individual. <p>This will allow the children to learn these skills:</p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching. Developing balance, agility and coordination. Begin to apply these in a range of activities. Perform dances using simple movement patterns. Participate in team games, developing simple tactics for attacking and defending 	<p>P.E.</p> <p>This term, we will be focusing on how to control movement through a range of activities, working in a team and games such as throwing and catching. These will enable the children to understand the effect of PE on their bodies. We have a PE specialist who will teach and work with the children. These are the activities and lessons that we will be covered:</p> <ul style="list-style-type: none"> Games – Field Games Dance Athletics Sports Day – competitive and non-competitive sports for all! Team versus individual. <p>This will allow the children to learn these skills:</p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching. Developing balance, agility and coordination. Begin to apply these in a range of activities. Perform dances using simple movement patterns. Participate in team games, developing simple tactics for attacking and defending
AUTUMN	SPRING	SUMMER
<p>PSHE</p> <p>Each term in PSHE, we focus on key areas that allow the children to explore their personal, social, emotional and health skills. This is built on from previous years and includes a variety of activities and lessons. These are the activities and lessons that we will be covered:</p> <p><u>Citizenship</u></p>	<p>PSHE</p> <p>Each term in PSHE, we focus on key areas that allow the children to explore their personal, social, emotional and health skills. This is built on from previous years and includes a variety of activities and lessons. These are the activities and lessons that we will be covered:</p> <p><u>Healthier and Safer Lifestyles</u></p>	<p>PSHE</p> <p>Each term in PSHE, we focus on key areas that allow the children to explore their personal, social, emotional and health skills. This is built on from previous years and includes a variety of activities and lessons. These are the activities and lessons that we will be covered:</p> <p><u>Healthier and Safer Lifestyles</u></p>

<ul style="list-style-type: none"> • Rights, rules and responsibilities. <p>Healthier and Safer Lifestyles</p> <ul style="list-style-type: none"> • Healthier lifestyles <p><u>Myself and My Relationships</u></p> <ul style="list-style-type: none"> • Anti-bullying. <p>This will allow the children to learn these skills:</p> <ul style="list-style-type: none"> • Give examples of how to be healthy. • Reflect on their own lifestyles and choices. • Explain why healthy eating and physical activity are both important. • Know the difference between being active and inactive. • Talk about what changes physically and emotionally when they are active. • Talk about food likes and dislikes. • Understand that food can be divided into different groups. • What a balanced diet is. • Name some adults in school who look after them. • Describe some of the responsibilities they have in the classroom and at home. • Talk about classroom rules and explain how they have been involved in making them • Understand why we have classroom rules and describe how they make the classroom a better place for everyone. • Share information, opinions and feelings and listen to those of others. • Say what it means to stay safe online and why it is important. • Review their online identity, image and nickname. • Know what to do if they see something inappropriate online. • Understand that bullying is deliberately hurtful behaviour. • Starting to understand that sometimes people are bullied because they may be different in some way from others • Describe how it would feel to be bullied or see someone else being bullied. • Starting to demonstrate simple ways of responding to bullying. • Show to be kind to children who are being bullied • Identify places where bullying may occur at school and be starting to suggest simple strategies to help the school feel a safer place. 	<ul style="list-style-type: none"> • Relationships and sex education and Personal safety, <p>This will allow the children to learn these skills:</p> <ul style="list-style-type: none"> • Recognise babies, children and adults of different ages and put them into age order. • Understand that human babies grow inside their mothers. • Describe the main physical developments which take place in early childhood. • Describe some of the changes in responsibilities and expectations during early childhood. • Understand a baby's basic needs • Understand how dependent a baby is on parents/carers to provide its basic needs. • Identify different feelings and tell others how they feel. • Name their Early Warning Signs, the physical feelings in their body that help them to know they are not feeling safe. • Know who they could talk with if they have a worry or need to ask for help. • Identify private parts of the body and say 'no' to unwanted touch. • Know what to do if a friend or family member isn't kind to them or if they are worried about something that happens online. 	<ul style="list-style-type: none"> • Drug education <p><u>Myself and My Relationships</u></p> <ul style="list-style-type: none"> • Managing Change. <p>This will allow the children to learn these skills:</p> <ul style="list-style-type: none"> • Understanding of how things can get in the body and that some can be helpful and some can be harmful. • Aware of safety rules concerning medicines and be able to name people who could help them take them safely. • Understand that many people have injections and suggest some reasons why. • Understand that there can be alternatives to medicine use to feel better. • Recognise simple risks and suggest ways of managing given scenarios. • Talk about ways in which they have changed since they were babies. • Identify their recent achievements • Know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't. • Identify changes that they or other children might experience in their lives. • Name some emotions they or others might feel at particular times of change. • Suggest some strategies they might use to cope with times of change. • Know that change can be positive and something to look forward to.
AUTUMN	SPRING	SUMMER

R.E.

In RE, our topic that we will be focusing on Christianity. Each term, the children will be given a key question that they will answer following a number of RE lessons. These are the activities and lessons that we will be covered:

Christianity

Key questions:

What do Christians believe God is like?

Why does Christmas matter to Christians?

- Draw key pictures about Christianity.
- Learn and retell the Bible story – Jonah and the Whale.
- Learn and retell the Bible story – The Lost Son.
- Compare artwork of God.
- Write key words that Christians will use to describe God.
- Write own prayer.
- Learn about the Nativity story.
- Retell the Nativity story.

This will allow the children to learn these skills:

Make sense of belief:

- Identify what a parable is
- Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father
- Give clear, simple accounts of what the story means to Christians

Understand the impact:

- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)
- Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)

Make connections:

- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas
- Give a reason for the ideas they have and the connections they make.

Make sense of belief:

- Recognise that stories of Jesus' life come from the Gospels
- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians

Understand the impact:

- Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas

Make connections:

- Think, talk and ask questions about Christmas for people who are Christians and for people who are not.

R.E.

In RE, our topic that we will be focusing on Judaism. Each term, the children will be given a key question that they will answer following a number of RE lessons. These are the activities and lessons that we will be covered:

Judaism

Key questions:

Who is Jewish and how do they live?

Why does Easter matter to Christians?

- Learn about Jewish artefacts.
- Talk about what a Mezuzah is.
- Learn about Shabbat and why it is important for Jewish people.
- Learn and retell the story – David and Goliath
- Harvest festival Sukkot.
- Festival of Light – Hanukah
- Learn and retell the Easter story.
- Talk about the characters feelings in the Easter story.
- Explain how Easter is celebrated.
-

This will allow the children to learn these skills:

Make sense of belief:

- Recognise the words of the Shema as a Jewish prayer
- Retell simply some stories used in Jewish celebrations (e.g. Chanukah)
- Give examples of how the stories used in celebrations
- (e.g. Shabbat, Chanukah) remind Jews about what God is like

Understand the impact:

- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
- Make links between Jewish ideas of God found in the stories and how people live
- Give an example of how some Jewish people might remember God in different ways (e.g. *mezuzah*, on Shabbat)

Make connections:

- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

Understand the impact:

- Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter

Make connections:

- Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.

R.E

In RE, our topic that we will be focusing on Christianity and Judaism. Each term, the children will be given a key question that they will answer following a number of RE lessons. These are the activities and lessons that we will be covered:

Gospel and Judaism

Key questions:

What is the good news Christians say Jesus brings?

How should we care for others and the world and why does it matter?

- Talk about Jesus' disciples and his 'Good News'
- Learn about how churches implement Jesus' 'Good News'
- Talk about how the Bible shows how God believes everyone is special.
- Learn show friendship is show in Judaism.
- Talk about how Jewish people donate to charity.
- Talk about how God teaches his followers to treat the world.
- Discuss the similarities and differences between Christianity and Judaism.

This will allow the children to learn these skills:

Make sense of belief:

- Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'
- Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians
- Recognise that Jesus gives instructions to people about how to behave

Understand the impact:

- Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless
- Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)

Make connections:

- Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.

Make sense of belief:

- Identify a story or text that says something about each person being unique and valuable
- Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)

<ul style="list-style-type: none"> Decide what they personally have to be thankful for, giving a reason for their ideas. 		<ul style="list-style-type: none"> Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world <p>Understand the impact:</p> <ul style="list-style-type: none"> Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural earth Say why Christians and Jews might look after the natural world <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.
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<p>AUTUMN</p>	<p>SPRING</p>	<p>SUMMER</p>
<p>SCIENCE</p> <p>Science in Year 2 enables children to explore and observe the world around them, which builds on from previous learning. They are encouraged to ask questions, discuss what they notice, and develop their scientific ideas through different enquiry types. Children will continue to develop their scientific vocabulary and work scientifically. This term, our topic that we will be focusing on Materials. These are the activities and lessons that we will be covered:</p> <p>Materials</p> <ul style="list-style-type: none"> Trigger assessment Knowledge organisers Fabrics and their uses. Name, describe, sort and group. Use of materials for certain purposes – wet, windy day! Explore best materials for making an umbrella. Experiment (AT 1) make paper waterproof/wrapper to keep sweets dry. Explore materials used in the adventure playground. Studying the work of Charles Rennie Mackintosh Experiment (AT1) Friction – cars down ramps. How everyday objects can be changed through heat. Brief introduction into solid, liquid and gas. <p>This will allow the children to learn these skills:</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Describe the simple physical properties of a variety of everyday materials. Identify and name a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<p>SCIENCE</p> <p>Science in Year 2 enables children to explore and observe the world around them, which builds on from previous learning. They are encouraged to ask questions, discuss what they notice, and develop their scientific ideas through different enquiry types. Children will continue to develop their scientific vocabulary and work scientifically. This term, our topic that we will be focusing on Animals including humans and living things and their habitat. These are the activities and lessons that we will be covered:</p> <p>Animals including humans and Living things and their habitats/micro-habitats</p> <ul style="list-style-type: none"> Trigger assessment Knowledge organisers Online encyclopaedia work to answer questions about creatures living in ponds. Study and compare different habitats/microhabitats - woodland, ocean, seashore, rainforest. Look at different conditions which suit the animals in those habitats. Simple food chains Habitat walk in school grounds Grouping living things Life cycle of a ladybird. Human life cycle. Basic needs to support life. Healthy eating. Characteristics of all living things <p>This will allow the children to learn these skills:</p> <ul style="list-style-type: none"> 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. Describe how different habitats provide for the basic needs of different kinds of 	<p>SCIENCE</p> <p>Science in Year 2 enables children to explore and observe the world around them, which builds on from previous learning. They are encouraged to ask questions, discuss what they notice, and develop their scientific ideas through different enquiry types. Children will continue to develop their scientific vocabulary and work scientifically. This term, our topic that we will be focusing on Scientists and Inventors. These are the activities and lessons that we will be covered:</p> <p>Scientists and Inventors</p> <ul style="list-style-type: none"> Trigger assessment Knowledge organisers Tim Smit and Nicholas Grimshaw – Eden Project and biomes. Jane Colden – Botanists. Dissecting plants (AT1). Elizabeth Garratt-Anderson – first female doctor. Louis Pasteur – germs and how they are transmitted. Rachel Carson – water pollution (AT1). James Blyth – wind turbines. <p>This will allow the children to learn these skills:</p> <ul style="list-style-type: none"> Find out how plants need water, light and a suitable temperature to grow and stay healthy. Explore how plants grow in greenhouses, including in the biomes at the Eden Project. Identify and describe the basic structure of common flowering plants by observing and sketching a range of common plants.

<ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the suitability of everyday objects for a particular use. • Make simple observations and comparisons using simple equipment and instructions. 	<p>animals and plants, and how they depend on each other.</p> <ul style="list-style-type: none"> • Identify and name a variety of 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. • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans. • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Know the importance for humans of eating the right amounts of different types of food. 	<ul style="list-style-type: none"> • Observe closely using simple equipment by using a magnifying glass to sketch details of different plants. • Use their observations and ideas to suggest answers to questions in the context of considering whether doctors are scientists. • Describe the importance for humans of exercise, of eating the right amounts of different types of food, and hygiene. • Describe the importance of hygiene to humans. • Use their observations to answer simple questions. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain. • Observe closely, using simple equipment in the context of investigating the effects of pesticides in water. • Use their ideas to answer questions in the context of answering questions on renewable energy and the invention of wind turbines. •
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