

Y2	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (5)	Summer 1 (6)	Summer 2 (7)
Topic Theme	Stories from around the world. Geography	Great Fire of London History	Animals Science	What's fair? Important Historical figures Rosa Parks History	Castles History	From field to Fork Roald Dahl Charlie & the Chocolate Factory DT
Key Question	Where do traditional tales come from?	Why did London burn?	Which animals like the dark?	Is it important to be fair?	Why were castles used for?	Where does our food come from? Who was Roald Dahl?
Text / stimulus	Why the sun and moon live in the sky. Three little pigs/wolves. Hansel & Gretel http://www.bbc.co.uk/education/topics/zf44jxs/resources/1 Tiddalik (Aboriginal)	Samuel Pepys Diary Non-fiction texts	The Owl Who Was Afraid of the Dark	If a bus could talk – the story of Rosa Parks Write info texts Social stories- fairness	Castle Adventure (big book in cupboard)	Charlie & the Chocolate Factory
Science	Animals including humans Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Identify and name a variety of common animals Hansel & Gretel – no exercise for Hansel. Would you be healthy if you ate the witches house? Animals including humans --notice that animals, including humans, have offspring which grow into adults -monkey puzzle	Materials Suitability for building houses- London then and now 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	Living things and their habitats 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	Living things and their 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.	Plants 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	Plants What plants we eat -growing (and eating) cress and investigating ideal conditions for growth.
History		Great fire of London- events beyond living memory that are significant nationally or globally. Recognise why events happened and what happened as a result. Discuss reliability of photos accounts and stories Describe memories of key events in lives Compare skyline photos		Rosa Parks -life of significant individual used to compare life in different periods. Recognise why people did things, why events happened and what happened as a result Describe memories of key events in lives Identify differences between ways of life at different times.	Significant individuals- Mary Queen of Scots Significant historical events, people and places in their own locality (Manor Lodge) Sequence artefacts closer together in time, check with reference book Sequence photographs from different periods of their life. Identify differences between ways of life at different times Use a source, observe or handle sources to answer questions about the past on the basis of simple observations. (Manor Lodge trip)	
Geography	Name and locate the world's 7 continents and 5 oceans. -7 continents song. Where do the stories come from – locate on map. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. (Australia) Identify seasonal and daily weather patterns in the UK Location of hot and cold areas in the world in relation to the equator and the North and South poles	Revise and locate the world's 7 continents and 5 oceans Capital cities of the UK Compare London skyline photos Perspective bird's eye view of Pudding Lane. Digimaps- plot fire route		Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. (Sheffield and home area of Rosa Parks, USA)		
RE	Christianity & Islam Churches and Mosques	Christianity & Islam Churches and Mosques	Christianity & Islam How and why do people pray?	Christianity & Islam How some leaders inspire.	Christianity & Islam What does it mean to belong?	Christianity & Islam What is it like to be a Muslim in Sheffield?

<p>Music</p> <p>All Y2 children to play the recorder.</p> <p>Y2 recorder lunchtime club</p>	<p>Singing songs with control and using the voice expressively. Controlling pulse and rhythm.</p> <p>Listening to music from around the world.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Identify different sound sources.</p>	<p>Singing songs with control and using the voice expressively.</p> <p>Listening, memory and movement.</p> <p>Out of the ark song- Great fire of London</p> <p>Nativity songs</p> <p>All curriculum songs (SPaG, French, maths)</p>	<p>Control of Instruments- Developing breath control with recorders. Composition- compose a short piece and Performance.</p> <p>All curriculum songs (SPaG, French, maths)</p> <p>Recorder lessons Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Play tuned and untuned instruments musically</p> <p>-Recorder lessons</p> <p>Link to nocturnal animal sounds. Sounds of the forest.</p>	<p>Singing songs with control and using the voice expressively. Controlling pulse and rhythm- learn, perform and sing Rosa Parks song.</p>	<p>Exploring sounds, melody and accompaniment.</p> <p>Recorders- sing part and play part.</p> <p>Explore percussive accompaniment to out of the ark song (Castles) and recorder piece.</p>	<p>Control of instruments- untuned percussion.</p> <p>Composing a percussive piece to match a film sequence in Charlie and the Chocolate Factory.</p> <p>Reading and writing notation in a 4x4 grid for the piece.</p> <p>Perform to peers and evaluate.</p> <p>Listen and respond to feedback</p>
<p>Art</p>	<p>Look at a range of Aboriginal art and explore colours, use of lines, shape, pattern and materials used.</p> <p>Create own Aboriginal art using pencil, paint and marker pen</p> <p>Evaluate artwork and display reflections alongside the art. Ch ask and answer questions about the starting points for work.</p>	<p>Fire pictures using pastels and chalks. Include silhouettes of buildings. Use to create a city-scape for display. Use scissors to cut out (snowflake style) houses to represent building markings and windows.</p> <p>Create sculpture of buildings to replicate the style of houses in 1666.</p>	<p>Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</p>	<p>Portraits: Composition of face- feature positioning. How to draw eyes Shading techniques</p> <p>Identify what they might change in current work/develop in future work (annotate)</p>	<p>Sketch artefacts. Drawing for a sustained period of time.</p> <p>Observational drawing- sketch castle, recording ideas from first hand observation.</p>	<p>Use a range of materials creatively to design and make a chocolate bar and packaging.</p> <p>Learn about the work of Quentin Blake (illustrator) describing the differences and similarities between different practices and disciplines, and making links to their own work. Draw own picture (character or self portrait) in the style of Quentin Blake. Compare works.</p>
<p>PE</p>	<p>SUFC</p> <p>Dance- Magic toys Perform dances using simple movement patterns.</p>	<p>SUFC</p> <p><u>Games:</u> Bean bag Quoits Ball skills</p>	<p>SUFC</p> <p>Gymnastics Activities 2 Unit 6 Increase range of basic gymnastics.</p>	<p>SUFC</p> <p>Ball games: Football skills</p>	<p>SUFC</p> <p>Gymnastics: Perform and rehearse movements.</p>	<p>SUFC</p> <p>Athletics</p> <p>Team games.</p>
<p>PSHCE</p>	<p>New beginnings</p>	<p>Getting on and Falling out Anti-Bullying</p>	<p>Going for goals</p>	<p>Good to be me</p>	<p>Relationships</p>	<p>Changes</p>
<p>DT</p>	<p>Build a Gingerbread House. Explore how they can be made stronger, stiffer and more stable</p>	<p>Build Origami house (nets link) for Great fire of London city-scape</p>	<p>Making pizzas. Understand where food comes from. Use the basic principles of a varied and healthy diet to prepare food.</p>		<p>Build structures- Drawbridge. Create design loop- plan, make, evaluate.</p>	<p>Design and create Willy Wonka chocolate bars and packaging.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Understand where food comes from. Use the basic principles of a varied and healthy diet to prepare food.</p> <p>Grow cress to make sandwiches</p>
<p>Computing</p>	<p>Create an animation of Photostory.</p>	<p>Letter writing. Writing an acceptable use policy for using computers.</p>	<p>Branching databases</p>	<p>Scratch Jnr Scratch Jnr activity – simple animal habitat animation (SCI)</p>	<p>Scratch Jnr – Castles activity (see resource) (HIST) or simple shapes in Logo (MATHS)</p>	<p>Bee-Bot factory mat Writing Roald Dahl inspired stories on computer. Saving docs etc.</p>
<p>French</p>	<p>Lesson 1-5 Y3 iLanguages see overview saved in S drive</p>	<p>Lesson 6-10 Y3 i Languages see overview saved in S drive</p>	<p>Lesson 11-15 Y3 i Languages see overview saved in S drive</p>	<p>Consolidate lessons 1-15. Supplement with board games (snakes and ladders (lesson 6) songs etc. Embedded use of classroom instructions and greetings, animals and colours</p>	<p>Consolidate lessons 1-15. Supplement with board games (snakes and ladders (lesson 6) songs etc. Embedded use of classroom instructions and greetings, animals and colours</p>	<p>Consolidate lessons 1-15. Supplement with board games (snakes and ladders (lesson 6) songs etc. Embedded use of classroom instructions and greetings, animals and colours</p>
<p>Trips & Visits</p>		<p>Great fire of London Themed Library visit</p>	<p>Pizza Express trip Weston park museum- Animals</p>	<p>Millenium Gallery/Graves art Gallery- Portraits.</p>	<p>Manor Lodge visit</p>	<p>Whirlow Hall Farm</p>