

YEAR TWO	Has childhood changed?	Why is fire so dangerous?	Why do we love flying?	What happens when things grow?	Why do people love going to the beach?	Why are maps so important?
Trips			Manchester Airport	Alien	Where has Pip gone? Google expedition	Bring Yer Wellies
Texts Poetry Play scripts	<u>Fiction:</u> Whiffy Wilson the wolf that wouldn't wash – Hart Eleanor's eyebrows The Disgusting Sandwich – Simon's sock – Hendra Odd Sock – Ashdown <u>History link:</u> Memory Bottles – Shoshan & Pammett Wilfred Gorden Macdonald Partridge – Fox Mem <u>Non-fiction:</u> This is how we do it - Lamothe <u>Poetry:</u> Michael Rosen – Chocolate cake Families (Poems about families) – Brian Moses	<u>Fiction:</u> Toby and the Great Fire of London – Nash Fire Cat The Baker's boy and the Great fire of London – Bradman Vlad and the great fire of London – Cunningham <u>Non-Fiction:</u> You wouldn't want to be in the great fire of London The Great Fire of London – 350 th Great Fire of London Geography – Recap Britain Bomb-fire night <u>Chapter book to share:</u> A boy named Christmas – Haig Christmasaurus – Fletcher	<u>Fiction:</u> Pigs might fly – Emmett (sequel to The Three Little Pigs) Lizzie and the birds – Robertson The Wonder – Hanson Rosie Revere engineer <u>Non-fiction:</u> Fantastically Great Women who changed the world – Pankhurst (page about Mary Anning) Feathers – not just for flying – Stewart Avoid being on the first flying machine! All kinds of planes British Airways advert	<u>Fiction:</u> Mr Wolf and the enormous turnip – Fearnley (for reference) Jack and the beanstalk (traditional story) Different versions of Jack and the beanstalk The bad seed - John Christopher Nibble Tadpole's Promise – Willis (science focus) <u>Chapter book to share:</u> The vanishment of Thomas Tull – Ahlberg	<u>Fiction:</u> Harry and the Jaggedy Daggers – Fearnley The secret of Black Rock – Todd Stanton Welcome – Barroux (Harry travelling around the world! Meerkat Mail <u>Africa text:</u> Mama Panya's Pancakes: A Village Tale from Kenya – Chamberlin The leopard's drum An Asante from West Africa Lila and the secret of rain Bringing the rain to Kapiti Plain – V. Ardeena <u>Poetry:</u> The seaside (poems about) – Moses	<u>Fiction:</u> Stay – Latimer Emmett The treasure of captain claw – Emmett Snail mail The treasure of pirate Frank – Peet Elsbeth Hart and the perilous voyage - Forbes <u>Non-fiction:</u> Variety of maps with different information
Science	Animals including humans notice that animals, including humans, have offspring which grow into adults 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 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.		Use of everyday materials 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.	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.		Living things and their habitats 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.
<ul style="list-style-type: none"> identifying and classifying asking simple questions and recognising that they can be answered in different ways performing simple tests using their observations and ideas to suggest answers to questions observing closely, using simple equipment gathering and recording data to help in answering questions. 						
DT	Food use the basic principles of a healthy and varied diet to prepare dishes	Building houses design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, -	Planes and gliders (mechanisms) select from and use a range of tools and equipment 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, -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria		Arts week	design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing,

			explore and use mechanisms (for example wheels and axles) in their products. KEEP OBJECTIVES TOGETHER			
History <i>*in addition to skills section</i>	- changes within living memory -living history -what was life like for parents and grandparents when they were six?	Great Fire of London - events beyond living memory that are significant <u>nationally</u> or globally (Great Fire)	Wright Brothers events beyond living memory that are significant nationally or <u>globally</u> – the first aeroplane flight -the lives of significant individuals in the past who have contributed to national and <u>international</u> achievements. (Amelia Earhart)			
Geography		London study – capital cities -name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas (consolidate yr 1) -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	- name and locate the world’s 7 continents and 5 oceans use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage		Locality vs non-European – is Blackpool different to Africa? Coasts Bottle nosed Bay study -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 - key physical features, including: mountain, sea, ocean, river, soil, valley, vegetation, season and weather - the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - key human features, including: farm, house, office, port, harbour and shop -use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment -use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
Art and Design	Portraits – line drawings Quentin Blake about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work – Quentin Blake	Christmas themed – crafts; cards etc Published art. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	to use a range of materials creatively to design and make products	Sculptures – animals to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Georgia O’Keefe	Turner – seascapes Arts Week about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work – Turner – seascapes	
Music	Hands, Feet, Heart use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music	Christmas Performance	Glockenspiel stage 1	I wanna play in a band	Zootime	Reflect, Rewind and Replay
R.E	How should we care for others and the world, and why does it matter? •Re-tell Bible stories and stories from another faith about caring for others and the world (A2). • Identify ways that some people make a response to God by caring for others and the world (B1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Talk about some texts from different religions that promote the ‘Golden Rule’, and think about what would happen if people followed this idea more (C2) • Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).	How and why do we celebrate special and sacred times? • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). • Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1)	Who is Jewish and what do they believe? • Talk about how the mezuzah in the home reminds Jewish people about God (A3). • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). • Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). • Ask some questions about believing in God and offer some ideas of their own (C1).		How can we learn from sacred books? • Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). • Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). • Talk about issues of good and bad, right and wrong arising from the stories (C3).	

Computing	We are games testers understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	We are researchers use technology purposefully to create, organise, store, manipulate and retrieve digital content	We are pilots recognise common uses of information technology beyond school	We are zoologists use logical reasoning to predict the behaviour of simple programs	We are photographers	We are detectives create and debug simple programs
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 online technologies.						
PSHE	Health and Wellbeing		Living in the wider world		Relationships	
P.E	Invasion Games participate in team games, developing simple tactics for attacking and defending	Dance perform dances using simple movement patterns	Gymnastics master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Yoga/Body awareness master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Netball/basketball participate in team games, developing simple tactics for attacking and defending	Dance perform dances using simple movement patterns.