

Year 2

Subject area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	In which ways do living things depend on each other for survival?	How did the Great Fire of 1666 change London?	What is it like to live in the world's hottest and coldest places?	Why did Ernest Shackleton travel to Antarctica?	What is it like to be a child living in Nairobi?	How do we live a healthy life?
STEM	Maths					
	See separate document					
	Science					
	Living things and their habitats Children will explore and compare the differences between things that are living, dead and things that have never been alive. They will learn about habitats and microhabitats and how living things within them depend on each other. Learning about simple food chains, they will describe how animals obtain their food from plants and other animals.		Plants Children will look at seeds and bulbs and observe and describe how these grow into mature plants. While growing cress seeds, they will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Uses of everyday materials Children will find out how suitable everyday materials are for particular uses. They will investigate how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Animals including humans Children will discuss how animals including humans have offspring which grow into adults. They will find out about the basic needs of all animals for survival. Focusing on humans, they will learn about the importance of exercise, hygiene and eating the right amounts of different types of food.	
	Computing					
	IT around us Children will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Children will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.	Robot algorithms The children will describe a series of instructions as a sequence and plan what happens when the order of instructions change. They will use logical reasoning to predict the outcome of a programme and explain that programming projects can have code and artwork. The children will also design an algorithm and create and debug a program that they have written.	Digital Photography Children will make choices about and use a digital device to take a photograph. They will describe what makes a good photograph and how photographs can be improved. Finally, children will recognise that photos can be changed and use tools to change an image.	Programming quizzes The children will explain that a sequence of commands has a start and an outcome; create a programme using a given design, change the design and create and improve their own design.	Digital music The children will say how music can make us feel and identify patterns in music. They will experiment with sound and create musical patterns using a computer, and review and refine their work.	Pictograms The children will recognise that objects can be represented as pictures, recognise that we can count and compare objects using tally charts and create pictograms. They will select objects by attribute and make comparisons; recognise that people can be described by attributes and explain that we can present information using a computer.
	D.T.					
			Textiles: Templates and joining techniques Children will investigate simple bags, looking at parts and how they are joined, before exploring how to use a pattern to cut out the necessary parts of their product. They will decide on fastening techniques for their own simple bag, practising joining and finishing techniques. They will develop ideas and select one to follow through, evaluating their work.		Food: Preparing fruit and vegetables Linked to their healthy eating topic in science, children will develop their understanding of a range of fruits then use preferences to design a fruit salad. Using basic hygiene, they will practise food processing skills. After drawing their design, children will evaluate their ideas and create their final product.	
	History					
		The Plague and The Great Fire of London The children will learn about The Plague and The Great Fire of London, practising their historical skills. They delve into the past, exploring these significant events through critical analysis of historical sources and a range of other activities. With a focus on cause and consequence, they unravel the factors behind the Great Fire's ignition and examine the events that transpired. Their historical inquiries will enable the children to gain insights into these historical events.		Antarctic Explorers: Shackleton The children investigate the captivating world of Antarctic explorers, through the renowned figure, Ernest Shackleton. Through historical inquiry, they uncover information about his life, exploring the reasons behind his enduring popularity. They embark on a journey to discover the challenging terrains he explored in Antarctica and gain insight into what life was like during this remarkable era of exploration.		
	Geography					

Humanities	Geography of the local area, including maps and map skills Children will develop their knowledge of their locality, including the classroom, the playground and the local area. They will learn geographical vocabulary relating to human and geographical features. They will learn how to make a simple map and be introduced to the cardinal compass directions. Human features: shops etc Physical features: hill, soil, vegetation, weather (learn about all) Include aerial photographs		Hot and Cold Places Children will identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. They will learn about the challenges of living in the world's hottest and coldest places for both humans and animals, and about adaptations that need to be made to live in them. Children will have a focus on the geography of the continent of Antarctica, understanding its unique position as the coldest, windiest, and driest continent.	To include geography: Human features: ports, harbours (cover as part of Shackleton's journey)	A contrasting non-European country: Kenya Children will learn key geographical terms related to Kenya's culture, landscapes, and wildlife. They'll explore maps of Kenya, understand its location, and identify significant features. Additionally, students will immerse themselves in Kenyan life and culture through role-playing and hot seating. As part of their learning journey, students will compare and contrast Kenya with the United Kingdom. They'll recognize similarities, such as cities, rivers, and human-made structures, while also highlighting differences in climate, wildlife, and cultural practices. Making these comparisons allow children to develop a deeper understanding of both countries and appreciate their unique characteristics.	
	RE					
	Hinduism 1: God Children will learn that Hindu Gods are worshipped as Male or Female, such as Shiva and Shakti; Vishnu and Lakshmi. They will learn how Hindu's believe God has visited Earth at different times in different forms to help people, such as Rama and Krishna. They will find out about important festivals and the stories connected with them, such as Diwali and Rama-Sita and the 10 Headed Demon Ravana.	Hinduism 2: Hindu belief and home Children will learn about the importance of family in Hinduism. They will explore the role of a Hindu temple in a Hindu's life, and the importance of home as a place of worship. They will also learn about worship in the Temple (Mandir) and visit a local Hindu temple.	Christianity 3: the life and teachings of Jesus Children will listen to stories about Jesus which develop Christian values such as the story of Zacchaeus. They will hear about stories Jesus told which develop Christian values and contain His teaching on forgiveness and love, for example 'The Lost Son' and 'The Good Samaritan' They will be introduced to the two most important Commandments: 'Love God' and 'Love your neighbour'.	Christianity 4: Easter and Symbols Children will learn how the story of Jesus' death and resurrection emphasises the idea that Jesus is special for Christians. They will recall symbolism from Year 1 and then focus on the symbols of Easter and the symbolic actions such as washing feet on Maundy Thursday and Christians sharing food together to remember Jesus' last meal with His friends.	Right and Wrong This unit provides an opportunity to address what pupils consider to be right and wrong behaviour and how this relates to living in groups. They will talk about rules and their necessity for living in a group. They should share their feelings about saying sorry and talk about how they feel when others apologise to them. They consider what forgiveness means and talk about their readiness to forgive. They will think about the common values of different faiths in relation to rules about behaviour towards others.	Weddings While finding out about weddings, children will consider: - Ways of celebrating (What do people do?) - The story (Who is it all about?) - The community (Whose celebration is this?) - The symbols (Why do they do that?) - The inner meaning (What is it really about?) They will study weddings in the Christian tradition and Hinduism.
The Arts	Art					
	Explore and Draw Children are introduced to the idea that artists can be collectors: they go out into the world, look at things in new ways, and bring things back to the classroom to inspire their art. Children explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork.		Expressive Painting Children will use a sketchbook to collect ideas. They will recognise primary colours and mix secondary colours, experimenting with hues by changing the amount of primary colours that they add. They will use various homemade tools to apply paint in abstract patterns. They will use gestural mark making with paint and incorporate colours and shapes to make an expressive painting.		Be an Architect Children will explore the work of some architects. They will share how architecture makes them feel, what they like and what they think is interesting. They will explore line and shape. They will see how architects use their imaginations to try to design buildings which make people's lives better. They will use their own imagination when thinking about the architecture they might design. They will make an architectural model of a building thinking about form, structure and balance, and the way the model looks.	
	Music					
	Rhythm, Pulse and Time Values Children will be introduced to the time values and how to recognise how many beats a note counts for. They will learn about crotchets, crotchet rest, minims, semibreves and quavers and how they are organised in music. Children will learn how to perform a rhythmic line, with the time values they have learned.	Christmas Children will develop listening and repeating skills. They will learn melodies and perform them accurately, as well as develop confidence and performance skills. Children will learn about the nativity/Christmas story as well as explore Christmas in other cultures.	Recorder Children will learn how to play the recorder. They will learn how to make a sound and how to play different notes. Children will apply their knowledge of rhythmic notation and will be able to play short melodies on the recorder both solo and as part of an ensemble. Children will explore the woodwind family, develop coordination skills and develop breathing and breath technique.	Recorder Children will learn how to play the recorder. They will learn how to make a sound and how to play different notes. Children will apply their knowledge of rhythmic notation and will be able to play short melodies on the recorder Music and Space Exploring the Gustav Holst composition 'The Planets'.	African Music and Drumming Children will explore music from another culture (West Africa). They will learn about West African instruments such as the Djembe, Balafon, Kora, etc. They will explore the Djembe in detail and develop Djembe playing techniques. Through this, s Children will develop rhythmic accuracy, explore polyrhythm, call and response, cyclic rhythms and playing as an ensemble. Children will also sing songs from across Africa.	

Wellbeing	PSHE					
	Keeping Safe Tying Shoelaces 'Tying Shoelaces' looks at how we can prevent accidents that are often caused when rushing around. Feelings and Emotions Worry Allows children to identify what they can do and who they can talk to if they feel worried about something. Anger 'Anger' looks at the differences between healthy and unhealthy anger and enables students to identify ways they can manage their anger. Kilmorie Quality (Resilience) Zones of Regulation Recap	Relationships Bullying and Body Language 'Bullying' looks at how our actions and words can affect others, and it enables children to explore kind and positive behaviours. 'Body Language' looks at recognising how other people may be feeling and allows children explore different ways we can express our emotions. Simply RSHE lesson - Respectful Kind Relationships topic A World Without Judgement Individual Liberty Understanding that people can make their own choices and that these choices may be different from others (link with pupil parliament voting) Rule of Law Explains how rules help groups work and learn together at home, at school and in the community • understand why rules are important in helping people stay safe and treat others fairly. Kilmorie Quality (Respect)	Being Responsible Practice Makes Perfect and Helping Someone in Need 'Practice Makes Perfect' looks at setting goals and developing skills and strategies to achieve those goals. 'Helping Someone' in Need looks at how we can help others at home and in the community and the risks of helping someone we don't know very well. Fire Safety Fire Station Visit Explaining the importance of being responsible and how our actions/choices can affect others, show knowledge of fire safety to others Petty Arson Understanding the importance of being responsible and how our actions/choices can affect others, knowing that even small fires can be very dangerous. Kilmorie Quality (Collaboration)	Our World/The Working World Living in our World and Working in our World 'Living in Our World' explores how humans can help take care of living things both inside and outside of the home. 'Working in Our World' looks at why humans need money and the ways in which money can be used and received. Keeping Safe Staying Safe to keep yourself and others safe, recognise risky situations, understand the differences between safe and risky choices Simply RSHE lessons - Caring Friendships and Basic First Aid topics Kilmorie Quality (Honesty)	Computer/Online Safety Image Sharing and Computer Safety 'Image sharing' looks at the types of images we shouldn't share online and how quickly an image can be shared. Computer Safety recaps all of the learning points from the topics and allows students to identify more ways to keep themselves safe online. Kilmorie Quality (Empathy)	Keeping Healthy Healthy Eating & Brushing Teeth 'Healthy Eating' looks at how we can make healthy food choices and what might happen if we choose to eat too much unhealthy food. Brushing Teeth looks at why we should brush our teeth and the potential consequences of not brushing our teeth often enough. Simply RSHE lesson - Developing Bodies topic Kilmorie Quality (Independence)
	P.E. (Outdoor/Indoor)					
	Gymnastics – floorwork Children will perform shapes and learn how to use a strong body and develop their control. They will perform jumps (straight, star, tuck jump) with increasing control and a strong body. They will practise tuck rock, tuck roll, forward roll and dish/arch roll. They will perform a balance on one or more parts of body. Children will perform a bunny hop – hands flat with straight arms. In groups and individually they will combine some skills learnt and perform in a sequence.	Dance Children will practise moving in time to the music showing some expression. They will perform dance movements with control and showing a variety of levels. They will perform dance movements showing travelling in different directions by sliding, turning and gesturing. They will remember simple dance steps and perform them with control in time to the music.	Yoga Children will begin to perform Yoga poses, beginning to use tummy muscles (core strength), some flexibility, balance and control. They will relax in rest position and begin to focus on breathing. They will begin to perform Sun pose with control and start to perform the challenge poses. Children will Make up a story using all the poses as a class and in groups.	Boccia Children will learn and develop different throwing techniques used in Boccia (roll, underarm and overarm). They will develop accuracy by aiming at different targets at a variety of distances, improving their control. They will develop strategies to defend by knocking opponents out of their area. Children will begin to understand the rules, how to play and tactics to apply in a game. They will also learn about the Paralympic games and inclusivity.	Gymnastics – apparatus Children will continue to develop the skills taught in Autumn 1 and apply them to apparatus through various gymnastic challenges. They will perform a sequence (roll, jump and balance) on apparatus - moving on and off the different apparatus with a strong body and control.	Fitness Children will develop their fitness by balancing in exercises, while static and when moving, and by building control when performing a variety of movements. They will be co-ordinating their body whilst beginning to move at different speeds during various exercises. They will begin to understand what is happening to the body when exercising and learn how to feel a pulse.
	Ball games Children will learn a range of balls skills such as passing a ball using the inside of their feet with accuracy. They will learn to dribble a ball using their feet in a variety of directions with control. With accuracy, they will roll a ball and underarm throw a ball at a target. In a game situation, they will catch and pass a ball with control. When moving, they will practice bouncing a ball with control. They will also learn to throw a ball to score and confidently use these skills to score in a game situation.	Football Children will learn how to control and stop a ball using their feet; develop how to kick and move and pass a ball and develop dribbling skills whilst moving and finding space. They will learn to understand how to score a goal and how to position their body correctly to strike and aim the ball for goal. The children will learn how to play a game fairly and in a sporting manner. They will do this by having small, sided games of football.	Kwik cricket Children will learn several techniques used in Kwik cricket. They will learn how to roll and stop a ball. they will develop throwing a ball underarm and to catching it, leading them onto bowling a ball underarm. Children will learn to able to position their body to strike a ball and how to hit it using a bat. They will then use all skills learnt to take part in batting and fielding games. Children will begin to understand basic rules of the game and will apply these skills and rules to play in small sided games.	Multi-skills Children will learn the ABC (agility, balance and co-ordination) rule in Multi skills. This will be done through a range of activities and a variety of small group or whole class games. They will learn how to balance on and off equipment; learn to change direction when moving, with safety, and whilst also moving quickly (agility) including how to control moving with equipment. The children will also understand how to pass an object to a target.	Athletics The children will be learning a variety of skills in athletics that is based around sports day. These skills will include how to cooperate as a team. They will learn how they can run faster using the acronym FAST; how to throw a variety of objects accurately at a range of targets and learn to perform a long jump with balance and control.	Tennis Children will work on throwing and catching the ball with control and also learning to move with balance and control to catch a ball. They will develop how to hit a ball into a target from a variety of distances/angles with no bounce. They will learn to hit/bounce a tennis ball on racket when moving including hitting the ball in forehand/ backhand position with drop feed. Children will be encouraged to think of tactics and skills learnt whilst playing in game situations.
	Links to Articles from the UN Convention on the Rights of the Child					

	All classes will begin the year by using the UNCRC Articles to create their own Class Charter. ARTICLE 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them. Computing Article 17: Children will learn about how to use computers safely and responsibly. ARTICLE 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life. Children will vote for their representatives on the different Pupil Parliament committees.	ARTICLE 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up. RE Article 14: Children will discuss their right to hold different beliefs and to express these.	ARTICLE 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law. Art Article 13: Discuss how important it is for children to be able to express themselves through art.	ARTICLE 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. Music Article 31: Children will discuss article 31 during their music lessons, thinking about their right to take part in cultural learning and activities.	ARTICLE 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this. English Article 24: This Articles links to our focus on the story Lila and the Secret of Rain which is about access to safe water. Computing Article 31: The unit on digital music plays a part in exposing children to a wide range of cultural activities.	ARTICLE 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.. Science Article 24: This article will be discussed during our topic on living a healthy life.
	English					
	See separate document					