

Theme Intent
A sense of identity and a need for **curiosity** will be needed throughout this term. The children will investigate the past and consider the life, achievements and legacy of significant historical figures. The importance of advancement and innovation will be considered. **Big questions** will be asked and answered as **enquiry** skills are developed. Moments of stillness will offer time to **be reflective**.
 Our value for this term is **Generosity**. We will reach out to our community and work together to bring others happiness.

Year 2, Term 1: What a Picture!

WRITING:
 Narrative: Story with a familiar setting, 3 ½ weeks
 Text: Barbara Throws a Wobbler by Nadia Shireen
 Outcome: Own interpretation of story with feelings and emotions

 Performance Poetry: 1 week
 Outcome: A poem performed for National Poetry Day

 Recount: 3 weeks, Black Country Museum trip
 Outcome: Recount about trip to the Black Country Museum

SPAG:
 Use of nouns and adjectives to make noun phrases.
 Writing simple statement sentences and question sentences, use of appropriate punctuation.
 Investigations related to spelling patterns.
 Revision of phase 5 sounds, spelling common exception words

WHOLE CLASS READING:
Phonic assessments and consolidation of Phase 5 phonic teaching

Class Novel: Fantastic Mr Fox by Roald Dahl

MATHS:
 Number and Place Value
 Geometry: Properties of Shapes
 Addition subtraction

SCIENCE:
 Not this term

COMPUTING: Computing systems and networks - IT around us
 Can I describe some uses of computers?
 Can I identify information technology in and beyond school?
 Can I show how to use information technology safely?

HISTORY:
 Can I create a simple timeline of events?
 Can I use words and phrases like: before, after, past, present, then and now, monarch, kingdom?
 Can I learn about the life of a significant person from the past?
 Can I use books and the internet to find out more information from the past?
 Can I say what certain objects from the past might have been for?

GEOGRAPHY:
 Can I identify the capital cities of the four countries in the United Kingdom?
 Can I identify and understand the main characteristics of the four UK capital cities?

ART:
 Can I choose and use three different grades of pencil when drawing?
 Can I use charcoal, pencil and pastel to create art?
 Can I suggest how artists have used colour, pattern and shape?
 Can I create a piece of art in response to the work of another artist?

Cricket (Gloucestershire Cricket)
 Can I perform a range of skills with some control and consistency?
 Can I participate in team games, developing simple tactics for attacking and defending?

REAL Gym Unit 1
Social
 Can I help praise and encourage others in their learning?
Balance: Can I hold a balance for 3 seconds with control and keep the supporting body part still?
Flight: Can I use accurate footwork patterns to take off and land? Can I create a clear shape during flight?
Travel: Can I travel with good posture using an accurate movement pattern, landing quiet and balanced?
Rotation: Can I maintain an accurate shape throughout rotation, remaining balanced and controlled?

R.E: MUSLIMS
Who is a Muslim and how do they live?
 Understand the impact: Can I give examples of how Muslims use stories about the Prophet to guide their beliefs and actions? (e.g. care for creation, fast in Ramadam)

P.S.H.E: Keeping safe
 Can I recall the risks of using the internet and how to stay safe and what to do if I am worried about an online issue?
 Can I recall how to stay safe at the beach, how to cross the road and what to do if I get lost somewhere?
 (Can I understand what products around the home are unsafe to use including medicine?)
 term 6
 Can I remember what to do in an emergency – calling 999?
 Can I recall who my trusted adults are to help support me?

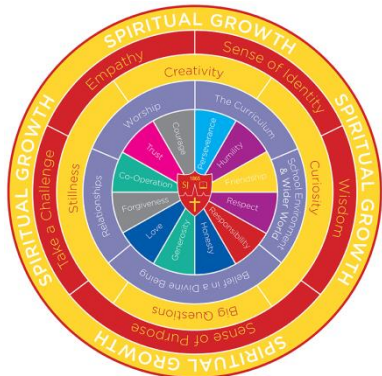
MUSIC:
 Can I sing, rap and chant in time with others accurately with a confident start and finish to my performance?

DT: Victorian food
 Can I describe the ingredients I am using?



Theme Intent:
A sense of identity and **empathy** will drive this unit of work. Through **enquiry** skills, children will develop an awareness of the local environment beyond our school, widening their understanding of the past and considering continuity and change. Through a growing **sense of empathy**, children will explore the lives of children in the past. They will use moments of **stillness** to **reflect**, make comparisons and appreciate their own lives.
 Our value for this term is **Love**. The children will consider the importance of love and trust within the family and in friendship groups.

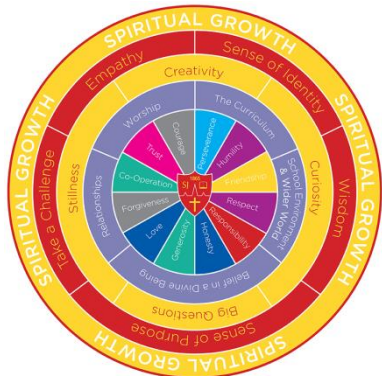
Year 2, Term 2: Where's our school?			
<p>WRITING: Non-Chronological report: 3 ½ weeks Outcome: Non-Chronological report about the Victorians presented as a book</p> <p>Poetry: 2 weeks, Diamante Outcome: Diamante Christmas Theme</p>	<p>SPAG: Past and present tense. Punctuation. Simple sentences with noun phrases. Development detail of setting. Imperative verbs. Phase 5 revision of sounds.</p>	<p>WHOLE CLASS READING: <i>The Tear Thief</i> by Carol Ann Duffy <i>The Dark</i> by Lemony Snicket Class Novel: <i>Flat Stanley</i> by Jeff Brown</p>	<p>MATHS: Subtraction Geometry: Properties of Shapes Multiplication and Division Position and Direction</p>
<p>SCIENCE: Can I identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard? Can I explain why a material might or might not be used for a specific job? Can I describe how materials can be changed by squashing, bending, twisting and stretching? Can I describe the observations and measurements I might need to make? Can I describe observations and use measures to help me find out more and answer questions? Can I recognise the links between cause and effect in familiar situations? Can I follow instructions to use equipment safely?</p>	<p>ART: Can I use a viewfinder to focus on a specific part of an artefact before drawing it?</p>	<p>GEOGRAPHY: (history link) Can I use photographs to compare the human and physical features of where I live to with somewhere different? (photos of Great Norwood St)</p>	<p>HISTORY: Can I explain how some people have helped us to have better lives? Can I explain changes in the locality from past to present? Local history/geography walk to Great Norwood St. Where is our old school? Can I talk about an event that happened before my grandparents were born? (Remembrance Sunday) covered during whole class reading.</p>
<p>COMPUTING: Creating media - digital photography Can I capture a digital image? Can I decide which photographs to keep? Can I use zoom to change the composition of a photograph? Can I improve a photograph by retaking it? Can I use filters to edit the appearance of a photograph?</p>	<p>P.E: Real PE Unit 1 Personal Can I try several times and if at first, I don't succeed I ask for help when appropriate? Coordination: Footwork Can I combine side-steps with 180° front pivots off either foot? Can I combine side-steps with 180° reverse pivots off either foot? Can I skip with knee and opposite elbow at 90° angle? Can I hopscotch forwards and backwards, hopping on the same leg (right and left)? Static Balance – one leg On both legs: Can I stand still for 30 seconds? Can I complete 5 mini-squat?</p> <p>Real P.E: Unit 2 Social Can I help praise and encourage others in their learning? Dynamic Balance: Jumping & Landing Can I jump from 2 feet to 2 feet with quarter turn in both directions? Can I stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot)? Static Balance: Seated Can I pick up a cone from one side, swap hands and place it on the other side? Can I return the cone to the opposite side?</p>	<p>R.E: INCARNATION Why does Christmas matter to Christians? Make sense of belief: Can I give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians?</p> <p>MUSIC Can I listen to the music and respond to it and say if I like or dislike a piece of music?</p>	<p>P.S.H.E: Relationships Can I recognise when a friend is feeling sad or isolated and I know what to do about it? Can I understand what bullying means and how it can be hurtful to people and make them sad? Can I say how I can be a good friend? Can I say when a secret should be kept but when it is right to share and who I can tell? Can I understand how people can put pressure on me to do things I don't want to and who to tell about it? Can I appreciate some people are different to me and am learning to respect difference?</p>



Theme Intent:
 Our **knowledge of the wider world** and our place within it will drive our theme. Through this we will be developing our **sense of identify** and be **curious** about the countries and cultures around us, and how they are different from our own.
 Our value for the term is **courage** and we will be understanding our **relationships** with one another and trying hard when things get tricky. Through our reading and writing focus, we will be asking **big questions** and developing **creative sparks** and exploring the **wider world**.

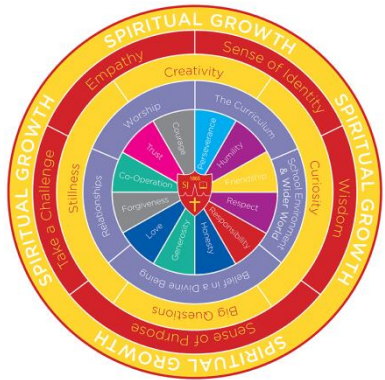
Year 2, Term 3: Come with us on a journey...

<p>WRITING: Narrative: Adventure/Journey Narrative Text - Blown Away by Rob Biddulph, 3 weeks (linked to Geography) Outcome: Own narrative based on Blown Away</p> <p>Description: based on narrative/character/setting Text – GRRRRR! By Rob Biddulph (2 weeks) Outcome: Descriptive piece describing the main character</p>	<p>SPAG: Contractions Adding suffixes –ful –less and –ly Development of noun phrases Commas in lists Adverbs</p>	<p>READING: <i>The Barnabus Project by The Fan Brothers</i> <i>Wolves by Emily Gravett</i> <i>Class Novel: The Boy Who Grew Dragons by Andy Shepherd</i></p>	<p>MATHS: Multiplication and division, length Mass</p>
<p>SCIENCE: Animals including Humans Can I understand the basic stages in a life cycle for animals including humans? Can I explain what animals and humans need to survive? Can I explain exercise, a balanced diet and good hygiene are important for humans? Can I suggest my own questions for investigation?</p>	<p>COMPUTING: Programming A - robot algorithms Can I create a program? Can I trace a sequence to make a prediction? Can I run a program on a device? Can I test a prediction by running the sequence? Can I debug a program that I have written?</p>	<p>GEOGRAPHY: Can I identify the 7 continents of the world? Can I name and identify the world's 5 oceans? Can I use basic geographical vocabulary to identify some physical features of a non-European country. E.g. beach, island, coast, forest, hill, mountain, ocean, valley? Can I recognise the location of hot and cold areas of the world in relation to the Equator and the North and South Poles? Can I recall and categorise some of the key human and physical features of hot and cold places? Can I compare how jobs in the town/city where I live may be different to jobs in somewhere different?</p>	<p>MUSIC: Can I play simple rhythmic patterns (ostinato) using body percussion and classroom instruments?</p>
<p>REAL PE UNIT 2 (Move More Coach) Social Can I help praise and encourage others in their learning? Dynamic Balance: Jumping & Landing Can I jump from 2 feet to 2 feet with quarter turn in both directions? Can I stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot)? Static Balance: Seated Can I pick up a cone from one side, swap hands and place it on the other side? Can I return the cone to the opposite side?</p> <p>REAL Gym Unit 2 Creative Can I select and link movements together to fit a theme? Can I begin to compare my movements and skills with those of others? Balance: Can I hold a balance for 3 seconds with control and keep the supporting body part still? Flight: Can I use accurate footwork patterns to take off and land? Can I create a clear shape during flight? Travel: Can I travel with good posture using an accurate movement pattern, landing quiet and balanced? Rotation: Can I maintain an accurate shape throughout rotation, remaining balanced and controlled?</p>	<p>Art: None this term</p>	<p>R.E: GOSPEL What is the 'good news' Christians believe Jesus brings? Make sense of belief: Can I give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians?</p> <p>DT: textiles Can I think of an idea and plan what to do next? Can I choose tools and materials and explain why I have chosen them? Can I explain why I have chosen specific textiles?</p>	<p>P.S.H.E: Health and well being Can I say why it's important to be healthy and to do be healthy I must think about my diet, my personal hygiene, keeping clean including my teeth and getting sufficient sleep? Can I discuss a range of strategies which will support me to do this? Can I say ways to stay physically active and how I can do this both in and out of school? Can I recall which household medicines and drugs are helpful and can recognise ones which are harmful? term 6 Can I recall what a vaccination is and understand some people have allergies? Can I describe the routine I should use to prevent the spread of germs?</p>



Theme Intent:
 Our *knowledge of the wider world* and our place within it will drive our theme. Through this we will be developing our *sense of purpose*, being *curious* about our natural environment, asking **big questions** about why and how things grow. There will be moments of **stillsness** as we **reflect** on the world around us.
 Our value for the term is *friendship* and we will be understanding our *relationships* with one another in class and across the school, and our **responsibility** to looking after our world. Through our reading and writing focus, we will be asking *big questions*, and *challenging ourselves to respect our environment*.

Year 2, Term 5: We're in a Jam!			
<p>WRITING: Narrative: Overcoming the Monster Text – The Iron Man by Ted Hughes, 4 weeks Outcome: Own Iron Man themed narrative presented as a book Poetry: Marshmallow Clouds by Ted Koosner, 3 weeks Outcome: Shape/Free Verse</p>	<p>SPAG: Revision of endings suffixes ment and ness Homophones superlatives Spelling strategies</p>	<p>WHOLE CLASS READING: The Comet by Jow Todd-Stanton Our Tower by Joseph Coelho <i>Class Novel: The Wild Robot by Peter Brown</i></p>	<p>MATHS: Statistics Measurement, capacity and temperature Revision of addition and subtraction</p>
<p>SCIENCE: Plants Can I describe how seeds and bulbs grow into plants? Can I say what plants need in order grow and stay healthy (water, light & and suitable temperature)? Can I use a microscope to find out more about small creatures and plants? Can I choose appropriate equipment from a selection to make observations, e.g. thermometers and rain gauges?)</p>	<p>DT: Winch mechanism Can I think of an idea and plan what to do next? Can I measure materials to use in a model or structure? Can I explain what went well with my work? Can I join materials and components in different ways?</p>	<p>HISTORY Can I learn about the life of a significant person from the past because I know how to research? (Charles Darwin) Can I use books and the internet to find out more information from the past?</p>	<p>MUSIC Can I create music in response to a starting point?</p>
<p>ART: Can I mix paint to create all secondary colours? Can I create brown with paint? Can I create tints with paint by adding white? Can I create tones with paint by adding black?</p>	<p>REAL PE Unit 4 Creative Can I select and link movements together to fit a theme? Can I begin to compare my movements and skills with those of others? Coordination: Ball Skills Can I sit and roll a ball up and down legs and round upper body using 1 hand? Can I stand and roll a ball up and down legs and round upper body using 1 hand? Counter Balance: In Pairs Can I hold on and, with a long base, lean back, hold balance and then move back together? Can I hold on with 1 hand and, with a long base, lean back, hold balance and then move back together?</p> <p>Alternative Sports The children will learn a range of alternative sports including Kinball, Curling and Archery. They will develop teamwork skills, strategic skills as well as fine and gross motor control.</p>	<p>R.E. MUSLIMS Who is a Muslim (Part two) Understand the impact: Can I give examples of how Muslims use stories about the Prophet to guide their beliefs and actions? (e.g. care for creation, fast in Ramadam)</p>	<p>PSHE: Growing and changing Can I name the main parts of the body including external genitalia? Can I say what parts of the body are private? Can I understand people change as they grow older? Can I understand change is part of life and moving and changing year groups is ok?</p>
		<p>COMPUTING: Creating media – digital music Can I experiment with different sounds on a computer? Can I experiment with musical patterns on a computer? Can I use a computer to create a musical pattern? Can I use a computer to play the same music in different ways?</p>	



Theme Intent:
 Our *school environment* and the *world around us*, particularly our local community and our place within it will drive our theme. We will be taking our learning outside to explore the natural and manmade areas around us. Through this we will be developing our *sense of identify* and being *curious* about our local environment. Our value for the term is *respect*. We will be understanding our *relationships* with one another in class and across the school. Concentrating on listening to each other and being kind and showing empathy. Through our reading and writing focus, we will be asking *big questions*, and developing *creative sparks*.

Year 2, Term 6: Round our way

<p>WRITING: Instructions: Text – George’s Marvellous Medicine by Roald Dahl, 2 weeks Outcome: Own marvellous instructions</p> <p>Description: The Twits by Roald Dahl, 2 weeks Outcome: Changed description of main characters</p> <p>Explanation: The Witches by Roald Dahl, 2 weeks Outcome: How to identify a ‘creature’</p>	<p>SPAG: Imperatives Adverbs Noun phrases Revise homophones, words ‘o’ sound, words ending in ‘il’ Common exception words revision</p>	<p>WHOLE CLASS READING: The House Held Up By Trees by Ted Kooser The Lost Homework by Richard O’Neill</p> <p><i>Class Novel: Rabbit & Bear by Julian Gough & Jim Field</i></p>	<p>MATHS: Recap place value addition, subtraction, multiplication and division</p>
<p>SCIENCE: Plants Can I suggest my own questions for investigation, e.g. Why do some trees lose their leaves in Autumn and others do not? Why do some animals have underground habitats? Can I decide which questions can be answered practically and which cannot?</p>	<p>COMPUTING: Programming B – programming quizzes Can I create a program ? Can I trace a sequence to make a prediction? Can I run a program on a device? Can I test a prediction by running the sequence? Can I debug a program that I have written?</p>	<p>GEOGRAPHY: Map work and local study Can I 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? Can I use aerial photographs to compare the human and physical features of where I live to with somewhere different?</p>	<p>MUSIC: Can I create a rhythmic pattern on an instrument in response to a stimulus?</p>
<p>ART: Can I create a printed piece of art by pressing, rolling, rubbing and stamping?</p>	<p>REAL PE Unit 5 Physical Application Can I perform a range of skills with some control and consistency? Can I perform a sequence of movements with some changes in level, direction or speed? Coordination: Sending & Receiving Can I throw tennis ball, catch rebound with same hand after 1 bounce? Can I throw tennis ball, catch rebound with same hand without a bounce? Can I throw tennis ball, catch rebound with other hand after 1 bounce? Can I throw tennis ball, catch rebound with other hand without a bounce? Can I strike large, soft ball along ground with hand 5 times in a rally?</p>	<p>R.E. CHRISTIANS/JEWS/NR (non-religious) What makes some places sacred to believers? Understand the Impact: Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p>	<p>P.S.H.E: Living in the wider world Can I look after the environment around me ? Can I explain the importance of rules to keep me safe and what rules are meant for. Can I start to understand the value of money and how somethings may need to be saved for?</p>
<p>REAL PE Unit 6 Health and Fitness Can I say how my body feels before, during and after exercise? Can I use equipment appropriately and move and land safely? Static Balance: Floorwork Can I place cone on back and take it off with other hand in minifront support? Can I hold mini-back support position? Can I place cone on tummy and take it off with other hand in miniback support?</p> <p>Agility Ball Chasing Can I start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction? Can I start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction?</p>	<p>Coordination: Sending & Receiving Can I throw tennis ball, catch rebound with same hand after 1 bounce? Can I throw tennis ball, catch rebound with same hand without a bounce? Can I throw tennis ball, catch rebound with other hand after 1 bounce? Can I throw tennis ball, catch rebound with other hand without a bounce? Can I strike large, soft ball along ground with hand 5 times in a rally?</p> <p>Agility: Reaction & Response From 1, 2 and 3 metres: Can I react and catch tennis ball dropped from shoulder height after 1 bounce?</p>	<p>R.E. CHRISTIANS/JEWS/NR (non-religious) What makes some places sacred to believers? Understand the Impact: Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p>	<p>P.S.H.E: Living in the wider world Can I look after the environment around me ? Can I explain the importance of rules to keep me safe and what rules are meant for. Can I start to understand the value of money and how somethings may need to be saved for?</p> <p>Can I recall which household medicines and drugs are helpful and can recognise ones which are harmful? (health & wellbeing) Can I understand what products around the home are unsafe to use including medicine? (Keeping Safe) Link George’s Marvellous Medicine (English)</p>