

Year 2

Curriculum Plan



Year 2 Maths Autumn 1

Topic	Maths Objective
Number and place value: counting, reading and writing 2-digit numbers, place value	<ul style="list-style-type: none"> Count in steps of 2, 3 and 5 from 0, and count in tens from any number, forward and backwards. Recognise the place value of each digit in a two digit number. Identify, represent and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs. Read and write number to at least 100 in numerals and in words. Use place value and number facts to solve problems.
Addition: concrete, visual and number facts	<ul style="list-style-type: none"> Solve problems with addition and subtraction: Use concrete objects and pictorial representations, including those involving numbers, quantities and measures. Apply their increasing knowledge of mental and written methods. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract using concrete objects, pictorial representations, and mentally including: a two digit number and ones; a two digit number and tens; two two-digit numbers; and adding three one-digit numbers. Show that addition can be done in any order and subtraction cannot. Recognise recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
Subtraction: concrete, visual and number facts	<ul style="list-style-type: none"> Solve problems with addition and subtraction: Use concrete objects and pictorial representations, including those involving numbers, quantities and measures. Apply their increasing knowledge of mental and written methods. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract using concrete objects, pictorial representations, and mentally including: a two digit number a ones; a two digit number and tens; two two-digit numbers; and Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
Multiplication and division: repeated addition and repeated subtraction	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication, division and equals signs. Recognise and use the inverse relationship between multiplication and division in calculations. Show that multiplication of two numbers can be done in any order and division for one number by another cannot. Solve problems involving multiplication and division, using materials arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
Geometry: properties of 3D and 2D shape	<ul style="list-style-type: none"> Identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes, e.g. circle on a cylinder and a triangle on a pyramid. Compare and sort common 2D and 3D shapes and objects.
Measures: length, mass, capacity, money	<ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction; mass; temp; volume and capacity to the nearest appropriate unit using rulers, scaled and measuring vessels. Compare the lengths and order lengths, mass, volume, and record results using $>$, $<$ and $=$. Recognise and use the symbols for pounds and pence; combine amounts to make a particular value. Find different combinations of the coins that equal the same amount of money.

Year 2 Autumn 1

Year 2 Autumn 1			
	History	Geography	Science
<p>What's the geography of where I live like?</p>	<p>N/A</p>	<p style="text-align: center;">What's the geography of where I live like?</p> <p>Whitley Bay - Physical Geography Study. What is geography all about?</p> <ul style="list-style-type: none"> Identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments <p>Whereabouts in the United Kingdom do I live?</p> <ul style="list-style-type: none"> Use a number of GIS layers of Google Earth to identify and observe familiar physical and human geographical features of the immediate vicinity of their school Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe Why do we love to live beside the seaside at Whitley Bay? Use basic geographical vocabulary to refer to key physical features including vocabulary such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map. Use and construct basic symbols in a key. <p>What does the Geographical Information System (GIS) in Google Earth tell me about the geography of the local area?</p> <ul style="list-style-type: none"> Using a range of layers in Google Earth GIS imagery, identify, describe and offer reasons for changes in land use they can observe and record in the local area of the school Name, locate and identify Whitley Bay in relation to Newcastle within the North East of England in the United Kingdom. Name and locate the surrounding seas. What are the different parts of Whitley Bay? <p>What are the main land uses within my local area?</p> <ul style="list-style-type: none"> Understand that the many different uses of land observed in the local area can be grouped into a small number of categories <p>How can we introduce people to the physical and human geography of our local area?</p> <ul style="list-style-type: none"> Through fieldwork Visit to St Mary's Island observe and record in a variety of ways, significant examples of physical and human geographical features of the local area Use interactive online mapping to plot, describe and explain a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features 	<p>Living Things and their Habitats</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 and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. 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. Identify and name a variety of plants and animals in their habitats, including micro-habitats. <ul style="list-style-type: none"> <i>Ask simple questions and recognise that they can be answered in different ways.</i> <i>Observe closely.</i> <i>Gather and record data to help answer a question.</i> <i>Record data in a tally chart.</i> <i>Record data in a bar chart.</i> <i>Use observations to suggest answers to questions.</i> <i>Observe using a microscope/hand lens.</i> <p style="color: red;">Visit to St. Mary's island</p>

Year 2 Autumn 1

	Technology	Computing	Art	PE
<p>What's the geography of where I live like?</p>	<p>Mechanisms: Ferris Wheels Pupils explore existing mechanisms in order to design, test and make their own big wheel style ride.</p> <p>Design Designing mechanisms. Make Measuring and cutting accurately, working to scale and following a design brief. Evaluate Testing and adapting mechanisms. Researching mechanisms. Technical knowledge Understanding how an axle works. Know materials commonly used for wheels.</p>	<p>Writing In Different Styles <i>IT & Digital Literacy</i> <i>Graphics, Multimedia and Storytelling</i></p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. <p>Introduce children to word processing and desktop publishing using a number of different tools and design tasks.</p> <p><i>E safety: To understand that the information that I put online leaves a digital footprint.</i></p>	<p>Technology Unit</p>	<p>PE Hub - Attack, Defend Shoot Unit 1 <i>Participate in team games, developing simple tactics for attacking and defending.</i></p> <ul style="list-style-type: none"> • Can send a ball using feet and can receive a ball using feet. • Refine ways to control bodies and a range of equipment. • Recall and link combinations of skills, e.g. dribbling and passing. <p>PE Hub Dance Unit 1 <i>Perform dances using simple movement patterns</i></p> <ul style="list-style-type: none"> • Describe and explain how performers can transition and link shapes and balances. • Perform basic actions with control and consistency at different speeds and on different levels. • Challenge themselves to move imaginatively responding to music. • Work as part of a group to create and perform short movement sequences to music.

Year 2 Autumn 1

	Music	RE	French	PSHCE
<p>What's the geography of where I live like?</p>	<p>Charanga - Hands, Feet, Heart</p> <ul style="list-style-type: none"> • Warm-up Games • Flexible Games (optional) • Sing the song Hands, Feet, Heart • Play instrumental parts. • Play composition(s) within the song 	<p>Christianity - Beliefs and Practices</p> <ul style="list-style-type: none"> • Considering the idea that Christians believe God to be the Creator of the Universe. Understanding the Creation Story. • Understanding that Christians believe that God is active in their everyday living. • Describing how Christians talk to God in different ways through prayers. • Understanding that Christians express understanding of God's nature in concepts such as God as a loving parent and loving friend. <p>Parables and Teachings of Jesus</p> <ul style="list-style-type: none"> • Parable of a Prodigal Son • Parable of a Lost Sheep 	<p>Topic – L'extraterrestre</p> <p>Focus -</p> <ul style="list-style-type: none"> • Colours • Simple questions <p>Vocabulary –</p> <ul style="list-style-type: none"> • Un extraterrestre • Sa fuse • Non • Oui • Merci • Triste • Bleu • Rouge • Jaune • Vert 	<p>Being Me in My World</p> <ul style="list-style-type: none"> • Hopes and fears for the year • Rights and responsibilities • Rewards and consequences • Our learning charter • Owning our learning charter

Topic	Maths Objective
Number and placed value: estimating, counting and comparing quantities	<ul style="list-style-type: none"> Count in steps of 2, 3 and 5 from 0, and count in tens from any number, forward and backwards. Recognise the place value of each digit in a two digit number. Identify, represent and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100; use <, > and = signs. Read and write number to at least 100 in numerals and in words. Use place value and number facts to solve problems.
Addition and subtraction: using recall of addition and subtraction facts and mental calculation strategies	<ul style="list-style-type: none"> Solve problems with addition and subtraction: Use concrete objects and pictorial representations, including those involving numbers, quantities and measures. Apply their increasing knowledge of mental and written methods. Add and subtract using concrete objects, pictorial representations, and mentally including: a two digit number a ones; a two digit number and tens; two two-digit numbers; and adding three one-digit numbers. Show that addition can be done in any order and subtraction cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
Multiplications and division: repeated addition and subtraction, arrays, grouping and using times table facts	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication/division within the multiplication tables and write them using multiplication, division and equals signs. Recognise and use the inverse relationship between multiplication and division in calculations. Show that multiplication of two numbers can be done in any order and division for one number by another cannot. Solve problems involving multiplication and division, using materials arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
Fractions: finding fractions of quantities, shapes and sets of objects	<ul style="list-style-type: none"> Recognise find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$. Write simple fractions e.g. $\frac{1}{2}$ of $6=3$ and recognise the equivalence of two quarters and one half.
Geometry: position, direction, motion	<ul style="list-style-type: none"> Order and arrange combinations of mathematical objects in patterns. Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns and movement in a straight line. Compare and sequence intervals of time. Tell and write the time to five minutes, including quarter past/ to the hour and draw the hands on a clock face to show those times.
Data: solving problems that involve collecting data in tallies, tables and pictograms	<ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask an answer simple questions by counting the number of object in each category and sorting the categories by quantity. Ask and answer questions about totalling and compare categorical data.

Year 2 Autumn 2

	History	Geography	Science
<p>Great Fire of London and The Gunpowder Plot.</p>	<p>Topic: Great Fire of London and The Gunpowder Plot. Events beyond living memory that are significant nationally or globally – Great Fire of London. How do we know about the Great Fire of London?</p> <ul style="list-style-type: none"> • Show in discussion, an understanding of what an 'eyewitness' is. • Recognise aspects of the fire that eyewitnesses saw. • Know that Samuel Pepys saw the fire and that he wrote about it in his diary. <p>What happened in the Great Fire of London?</p> <ul style="list-style-type: none"> • Talk about what happened in the story. • Sequence events correctly. <p>Why did the fire spread so quickly?</p> <ul style="list-style-type: none"> • Describe the key features of houses and streets in the seventeenth century. • Give one or more reasons why the fire spread so quickly, and why it stopped. • Know where people went for safety. <p>How are houses different now to 1666?</p> <ul style="list-style-type: none"> • Describe the key features of houses and streets in the seventeenth century. <p>How was London rebuilt?</p> <ul style="list-style-type: none"> • To know that Christopher Wren designed and rebuilt large sections of London. <p>Possibly link to the Great Fire of Newcastle and Gateshead?</p> <p>Events beyond living memory that are significant nationally or globally – Gunpowder Plot. Identify, describe and explain what is commemorated on Guy Fawkes Night, 5 November every year in the United Kingdom</p> <ul style="list-style-type: none"> • Who was Guy Fawkes? • Why did he want to blow up the Houses of Parliament? • Why was his plot unsuccessful? • Why is Guy Fawkes still remembered today? <p>Describe, reason and explain what it means for someone such as Guy Fawkes to 'make history', that is, doing something so significant (good or bad and that may not have been done before) and that is remembered and studied for a long time because of the effect it had on other people's lives, beliefs or ideas Place both events on a timeline. Identify, describe and explain what is commemorated on Guy Fawkes Night, 5 November every year in the United Kingdom</p>	<p>No Geography Unit</p>	<p>Use of Everyday Materials</p> <ul style="list-style-type: none"> • 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. <p><i>• Ask simple questions and recognise that they can be answered in different ways.</i></p> <p><i>• Use observations and ideas to suggest answers to questions.</i></p> <p><i>• Gather and record data to help in answering questions.</i></p> <p><i>• Perform simple tests.</i></p> <p><i>• Gather and record data to help in answering questions.</i></p> <p><i>• Use simple measurements to gather data.</i></p> <p><i>• Use simple secondary sources to find answers (non-statutory).</i></p> <p><i>• Talk about what they have found out and how they found it out (non-statutory).</i></p> <p><i>• With help, notice relationships (non-statutory).</i></p> <p>Possible visits: Discovery Museum; Centre for Life</p>

Year 2 Autumn 2

	Technology	Computing	Art	PE
<p>Great Fire of London and The Gunpowder Plot.</p>	<p>Mechanisms: Moving Monsters</p> <p>Pupils analyse existing levers and linkage systems to identify components that they can use to plan, design and develop a mechanical monster.</p> <p>Design</p> <p>Creating and using design criteria, generating ideas.</p> <p>Planning for design and manufacturing.</p> <p>Make</p> <p>Cutting and assembling accurately.</p> <p>Selecting appropriate equipment and materials.</p> <p>Evaluate</p> <p>Carrying out primary research and applying to design.</p> <p>Technical knowledge</p> <p>Learning mechanical components.</p> <p>Identifying input and output.</p>	<p>Programming With Scratch Jnr. Computer science Control and programming</p> <ul style="list-style-type: none"> 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. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>Use computer language to create animations and games. Write and debug algorithms, learn about repeating and different triggers to create actions.</p> <p><i>E Safety: To be able to identify kind and unkind behaviour online.</i></p> <p>E-Safety education – Hector's World</p>	<p>Colour –</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 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.</p> <p>Pigment – paint, inks, pastels, dyes etc and tools to apply colour – brushes, sponges, straws etc</p> <ul style="list-style-type: none"> Understanding primary and secondary colours. Working from a limited palette. Experiment with dark and light – adding black and white. Make as many tones of one colour as possible using primary colours and white. Begin to describe colours by objects – 'raspberry pink, sunshine yellow'. Darken colours without using black. Mix colours to match those of the natural world – colours that might have a less defined name. Experience using colour on a large scale, A3/A2. <p>Texture –</p> <ul style="list-style-type: none"> Develop skills of overlapping and overlaying to create effects. Use various collage materials to make a specific picture. <p>Suggested Artists:</p> <ul style="list-style-type: none"> Julie Bennett (artist) – see BBC bitesize clip Colour Palette by Tony Cragg (artist) Jan Griffier – Fire of London (artist) 	<p>PE Hub Attack, Defend, Shoot Unit 2</p> <p><i>Participate in team games, developing simple tactics for attacking and defending</i></p> <ul style="list-style-type: none"> To select and apply a small range of simple tactics Recognise good quality in self and others To work with others to build basic attacking play <p>PE Hub Dance Unit 2</p> <p><i>Perform dances using simple movement patterns.</i></p> <ul style="list-style-type: none"> Perform using more sophisticated formations as well as an individual Explore relationships through different dance formations Explain the importance of emotion and feeling in dance Use the stimuli to copy, repeat and create dance actions and motifs

Year 2 Autumn 2

	Music	RE	French	PSHCE
Great Fire of London and The Gunpowder Plot.	<p>Charanga – Ho Ho Ho</p> <ul style="list-style-type: none"> • Warm-up Games • Flexible Games (optional) • Sing the song Ho Ho Ho • Play instrumental parts 	<p>Judaism - Beliefs and Practices</p> <ul style="list-style-type: none"> • Consider our school rules and how rules are needed to shape our lives. • Consider the rules for living for Jewish families. • Explore the Shema one of the most important Jewish prayers contained in the mezuzah. • Understand that the Torah has rules or laws for living which guide the lives of Jewish people. • Describe how Jews shape their lives according to the content of the Torah scroll and in particular the 10 commandments. • Understand the link between the Bible and the Torah. • Learn about how some of the followers of Judaism live – the importance of family life; Shabbat etc. • Explore some significant artefacts - mezuzah ,tallit/prayer shawl, kippah, star of David etc and understand their importance to Jewish beliefs and life. • Possible Synagogue Visit. <p>Meanings within Christmas and Hanukkah - The Gift of Giving and Receiving</p> <ul style="list-style-type: none"> • Recap the Christmas Story, relating aspects of the narrative to the ideas of giving and receiving. Look at the part played by the Wise Men - who they might have been, where they came from, what brought them there and the gifts they brought to Jesus. • Understanding the symbolic meaning of each gift. 	<p>Topic – Petit Monstre Bleu</p> <p>Focus –</p> <ul style="list-style-type: none"> • Parts of the body • Colours <p>Vocabulary –</p> <ul style="list-style-type: none"> • Le nez • Les yeux • La bouche • Les dents • Les oreilles • Les cheveux • La tete 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> • Boys and girls • Boys and girls • Why does bullying happen • Standing up for myself and others • Making a new friend • Celebrating difference and still being friends

		<ul style="list-style-type: none">• Talking about why giving is an important idea for Christians and is central to how they celebrate Christmas.• Talking about what is of value to Christians and how this might be expressed in action.• Exploring the idea that Christians believe that Jesus was a gift from God.• Reflecting on the phrase 'It is better to give than to receive'. • Identifying Hanukkah as a Jewish festival.• Understanding that the miracle of the oil symbolised that God was always with the Israelites.• Understanding that light represents the presence of God.• Talking about the importance of light in the Jewish faith.		
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Year 2 Maths Spring 1

Topic	Maths Objective
Number and place value: estimating, counting, comparing and ordering quantities	<ul style="list-style-type: none"> Count in steps of 2, 3 and 5 from 0, and count in tens from any number, forward and backwards. Recognise the place value of each digit in a two digit number. Identify, represent and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs. Read and write number to at least 100 in numerals and in words. Use place value and number facts to solve problems.
Addition and subtraction: using recall of addition and subtraction facts and mental calculation strategies	<ul style="list-style-type: none"> Solve problems with addition and subtraction: Use concrete objects and pictorial representations, including those involving numbers, quantities and measures. Apply their increasing knowledge of mental and written methods. Add and subtract using concrete objects, pictorial representations, and mentally including: a two digit number a ones; a two digit number and tens; two two-digit numbers; and adding three one-digit numbers. Show that addition can be done in any order and subtraction cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
Addition and subtraction: using partitioning and counting on strategies	<ul style="list-style-type: none"> Solve problems with addition and subtraction: Use concrete objects and pictorial representations, including those involving numbers, quantities and measures. Apply their increasing knowledge of mental and written methods. Add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit number. Show that addition can be done in any order and subtraction cannot. Recognise and use inverse relationship between addition and subtraction and use this to check calculations and miss number problems.
Multiplication and division: repeated addition and subtraction. arrays, grouping and using times table facts	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication, division and equals signs. Recognise and use the inverse relationship between multiplication and division in calculations. Show that multiplication of two numbers can be done in any order and division for one number by another cannot. Solve problems involving multiplication and division, using materials arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
Geometry: properties of 3D and 2D shape	<ul style="list-style-type: none"> Identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces Identify 2D shapes on the surface of 3D shapes, e.g. circle on a cylinder and a triangle on a pyramid.
Measures: length, mass, capacity and money	<ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm/mm); mass (kg.g); temperature; volume and capacity (litres/ml) to the nearest appropriate unit using rulers, scales and thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.

Year 2 Spring 1

Year 2 Spring 1			
	History	Geography	Science
<p>How does the geography of Kampong Ayer compare with where I live?</p>	<p>No History Unit</p>	<p style="text-align: center;">How does the geography of Kampong Ayer compare with where I live?</p> <p style="text-align: center;">How does the location of Kampong Ayer compare with where I live?</p> <ul style="list-style-type: none"> • Identify and describe the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles • Compare their own location with the location of Kampong Ayer in the country of Brunei within Asia and also both locations in relation to the Equator and the north and south poles • Using maps at various scales and online websites, identify time differences and estimate distances between the UK, Brunei and other locations in the world <p style="text-align: center;">How do people's homes at Kampong Ayer compare with mine?</p> <ul style="list-style-type: none"> • Identify, describe and observe the types of traditional homes that are found in Kampong Ayer and compare and contrast these with their own homes and through fieldwork record and categorise types of homes found in the locality of their school • Identify the key features of a traditional home in Kampong Ayer on a simple scale plan and construct a similar scale plan of their own home, offering reasons for any similarities or differences observed <p>How does the weather at Kampong Ayer compare with the weather where I live?</p> <ul style="list-style-type: none"> • Identify and describe the main elements which make up the weather and understand that weather conditions change from one moment to the next • Observe how, generally, temperature decreases towards the north and south poles and increases towards the Equator and suggest reasons for this pattern • Describe the weather conditions experienced on one day in Bandar Seri Begawan using online BBC weather forecast webpages <p>How do people in Kampong Ayer travel around compared with how people travel around where I live?</p> <ul style="list-style-type: none"> • Identify and describe appropriate forms of transport for particular journeys made and explain why boats and water taxis are used by almost everyone in Kampong Ayer • Understand in very basic terms why boat building by people such as Syarikat at Kampong Ayer is an economic activity <p>How does going to school in Kampong Ayer compare with my school?</p> <ul style="list-style-type: none"> • Recognise, describe and suggest reasons for the similarities between a school/school life in a school in Kampong Ayer and their own school <p>How does the natural environment around Kampong Ayer compare with the natural environment around where I live?</p> <ul style="list-style-type: none"> • Identify and describe the structure of typical Tropical Rainforest in Brunei • Describe, offer reasons and explain how living things in Tropical Rainforests are adapted to cope in extreme heat and rain • Compare and contrast the structure of a Tropical Rainforest with a wood in the local area <p>How does Geographic Information System (GIS) imagery of Kampong Ayer compare with GIS imagery of where I live?</p> <ul style="list-style-type: none"> • Use Google Earth to identify, locate and begin to explain the distribution of the human and physical geographical features of Kampong Ayer and compare these with the local area 	<p>Animals Including humans</p> <ul style="list-style-type: none"> ▪ Notice that animals, including humans, have offspring which grow into adults ▪ 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. <ul style="list-style-type: none"> • <i>Use observations to suggest answers to questions.</i> • <i>Record data (flow diagram).</i> • <i>Observe using simple equipment.</i> • <i>Record data (table).</i> • <i>Perform a simple test. Record data (tally chart).</i>

Year 2 Spring 1

	Technology	Computing	Art	PE
<p>How does the geography of Kampong Ayer compare with where I live?</p>	<p>Structures: Baby Bear's Chair Pupils experiment with different shapes and manipulate materials to explore and evaluate a range of structural properties. They apply this knowledge to their own design, make and test task.</p> <p>Design Designing for others, using criteria and applying their knowledge of structures.</p> <p>Make Cutting and assembling accurately.</p> <p>Evaluate Examples of natural and manmade structures. Testing and evaluating.</p> <p>Technical knowledge Understanding the definition and importance of strength, stability and stiffness. Knowing that different shapes can strengthen or weaken structures that materials can be manipulated to improve strength and stiffness.</p>	<p>Beginning To Present IT & Digital Literacy Text, Graphics, Multimedia and Storytelling</p> <ul style="list-style-type: none"> ● Use technology purposefully to create, organise, store, manipulate and retrieve digital content. ● Recognise common uses of information technology beyond school. ● 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. <p>Research and collect information on Healthy Eating (Links to science and DT project).</p> <p>E Safety: To use key words in an online search to find out about a topic.</p>	<p>Technology Unit</p>	<p>PE Hub Gymnastics Unit 1 <i>Develop balance, agility and co-ordination, and begin to apply these in a range of activities</i></p> <ul style="list-style-type: none"> ● Describe and explain how performers can transition and link gymnastic elements. ● Perform with control and consistency basic actions at different speeds and on different levels. ● Challenge themselves to develop strength and flexibility. ● Create and perform a simple sequence that is judged using simple gymnastic scoring. <p>PE Hub Hit, Catch, Run Unit 1 <i>Master basic movements including running, jumping, throwing and catching</i></p> <ul style="list-style-type: none"> ● To develop hitting skills with a variety of bats. ● Practice feeding/bowling skills. ● Hit and run to score points in games.

Year 2 Spring 1

	Music	RE	French	PSHCE
<p>How does the geography of Kampong Ayer compare with where I live?</p>	<p>Charanga – I Wanna Play In A Band</p> <ul style="list-style-type: none"> • Warm-up Games • Flexible Games (optional) • Sing the song I Wanna Play In A Band • Play instrumental parts • Improvise • Play composition(s) within the song and perform final piece 	<p>Christianity - Teaching through Stories</p> <ul style="list-style-type: none"> • Understanding that Jesus told stories to teach people about God, how to behave and how to treat each other. • Responding sensitively to the values, feelings and concerns of others. • Exploring idea that stories often contain inner meanings and messages. • Identifying the key concepts and ideas in stories Jesus told. • Making links between the religious teaching in stories and the beliefs which underpin them. <p>Parables and Teachings of Jesus</p> <ul style="list-style-type: none"> ○ Parable of the Wise & Foolish Builders ○ Parable of a Sower and the Seeds ○ Parable of a Mustard Seed ○ Parable of a Pharisee & Tax Collector 	<p>Topic – La Belle au Bois Dormant</p> <p>Focus –</p> <ul style="list-style-type: none"> • Simple Repetitive Song. • Story of Sleeping Beauty. <p>Vocabulary –</p> <ul style="list-style-type: none"> • Au bois • Prends garde • Tu dors • Cent ans • grandit • Ouvre les yeux 	<p>Dreams and Goals</p> <p>Goals to Success</p> <p>My learning strengths</p> <p>Learning with others</p> <p>A group challenge</p> <p>Continuing our group challenge</p> <p>Celebrating our achievement</p>

Year 2 Maths Spring 2

Topic	Maths Objective
Number and place value: estimating, counting, comparing and ordering quantities	<ul style="list-style-type: none"> Count in steps of 2, 3 and 5 from 0, and count in tens from any number, forward and backwards. Recognise the place value of each digit in a two digit number. Identify, represent and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100; use <, > and = signs. Read and write number to at least 100 in numerals and in words. Use place value and number facts to solve problems.
Addition and subtraction: using mental calculation strategies	<ul style="list-style-type: none"> Solve problems with addition and subtraction: Use concrete objects and pictorial representations, including those involving numbers, quantities and measures. Apply their increasing knowledge of mental and written methods. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract using concrete objects, pictorial representations, and mentally including: a two digit number a ones; a two digit number and tens; two two-digit numbers; and adding three one-digit numbers. Show that addition can be done in any order and subtraction cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
Multiplication and division: repeated addition and subtraction, arrays, grouping and using times table facts	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication, division and equals signs. Recognise and use the inverse relationship between multiplication and division in calculations. Show that multiplication of two numbers can be done in any order and division for one number by another cannot. Solve problems involving multiplication and division, using materials arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
Fractions: finding fractions of quantities, shapes and sets of objects	<ul style="list-style-type: none"> Recognise find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$. Write simple fractions e.g. $\frac{1}{2}$ of 6=3 and recognise the equivalence of two quarters and one half.
Geometry: position and direction	<ul style="list-style-type: none"> Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns and movement in a straight line. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
Statistics: solving problems that involve collecting data in tallies, tables and pictograms	<ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask an answer simple questions by counting the number of object in each category and sorting the categories by quantity. Ask and answer questions about totalling and compare categorical data.

Year 2 Spring 2

	History	Geography	Science
<p>Who is the greatest history maker?</p>	<p>What does it mean for someone to 'make history'?</p> <ul style="list-style-type: none"> Identify, describe and explain how six significant people made history during their lifetime <p>Which of these people was the greatest history maker?</p> <p>Compare and contrast the achievements of these individuals, producing a rank order of historical importance explaining and justifying their decision</p> <p>How would you like to be remembered as a history maker?</p> <p>Florence Nightingale</p> <ul style="list-style-type: none"> Who was Florence Nightingale? Why is she remembered today? Place Turkey and the Crimea on a world map. Retell her story and discuss the impact she had on nursing today. Possible in school workshop. Place events on a timeline. Link to English unit on non-chronological report writing. <p>Grace Darling</p> <ul style="list-style-type: none"> Who was Grace Darling? Where did she live and why is she remembered today? Place locality on a map. The story of the rescue. The life of Grace after the rescue. Her bravery rewarded by being given a medal from Queen Victoria. <p>Victoria.</p> <ul style="list-style-type: none"> Place events on a timeline History of the RNLi and its significance locally. 	<p>No Geography Unit</p>	<p>Plants</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Perform a simple test. Recognise that questions can be answered in a range of ways. Observe closely using simple equipment. Sort objects using observable features (non-statutory). Gather and record data to help in answering a question. Use their observations and ideas to suggest answers to questions.

Year 2 Spring 2

	Technology	Computing	Art	PE
Who is the greatest history maker?	<p>Food: A Balanced Diet Pupils explore what makes a diet and taste test combinations of different food groups before designing and making a wrap.</p> <p>Design Designing packaging for their wrap. Make Preparing food safely and hygienically. Chopping safely using the bridge grip. Evaluate Conducting product research. Evaluating a design. Technical knowledge Understanding how fruit and vegetables grow. Knowing the food groups. Understanding what makes a balanced diet.</p>	<p>An Introduction To Animation IT & Digital Literacy, Animation and Video</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>An introduction to animations. Understanding that animations are made up of a number of still images. Introduce 2D and stop frame animation and different tools for creating both.</p> <p><i>E Safety: To recognise whether a website is appropriate for children.</i></p>	<p>Drawing To use drawing to develop and share their ideas, experiences and imagination. 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.</p> <p>Pencil, wax, chalk, ink, pen, brushes</p> <ul style="list-style-type: none"> Continue as Year 1 to experiment with tools and surfaces. Continue to draw a way of recording experiences and feelings - Sketch to make quick records of something. Simple shapes in complex situations – man-made - buildings, windows, doors, chimneys; natural – plants Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of shading techniques - light and dark. Work out ideas through drawing <p>Suggested Artists;</p> <ul style="list-style-type: none"> Explore the work of Edward Hopper (lighthouses became one of his most famous subjects) 	<p>PE Hub Gymnastics Unit 2 <i>Develop balance, agility and co-ordination, and begin to apply these in a range of activities</i></p> <ul style="list-style-type: none"> Develop body management through a range of floor exercises. Use core strength to link recognised gymnastics elements, e.g., back support and half twist. Attempt to use rhythm while performing a sequence. <p>PE Hub Send and Return</p> <p>Unit 1</p> <p><i>Master basic movements including running, jumping, throwing and catching</i></p> <p><i>Participate in team games, developing simple tactics for attacking and defending</i></p> <ul style="list-style-type: none"> Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball using a variety of hand and racquet with some consistency. Play modified net/wall games throwing, catching and sending over a net.

Year 2 Spring 2

	Music	RE	French	PSHCE
Who is the greatest history maker?	<p>Charanga - Zoo Time</p> <ul style="list-style-type: none"> • Warm-up Games • Flexible Games (optional) • Sing the song Zoo Time • Play instrumental parts • Improvise • Play composition(s) within the song and perform final piece <p>Wider Opportunities - Charanga Recorder Course Learn the basics of how to play musically, the language of music and the first three notes; B, A and G.</p>	<p>Christianity – Why is Easter important to Christians?</p> <ul style="list-style-type: none"> • Sequence the events of Holy Week. • Exploring the story of Palm Sunday and excitement that must have been felt by the followers of Jesus and by the crowd. Discuss the emotions of the crowd, the disciples and Jesus. • Talk about the Last Supper and understand this was probably the annual Pesach (Jewish Passover) celebration. Through discussing works of art related to Easter consider how artist have tried to capture the 'mood' of the people. • Link events in Easter story to the Signs and Symbols and artefacts associated with the Easter today and explore their significance to Christians. 	<p>Topic – Boucle d'or et les trois ours.</p> <p>Focus –</p> <ul style="list-style-type: none"> • Sizes • Nouns and verbs from Goldilocks and the Three Bears. • Introducing myself. <p>Vocabulary –</p> <ul style="list-style-type: none"> • Ours • Maman • Papa • Bebe • Le bol • La soupe • Les chaises • Le lit • La fille • Grand • Moyen • Petit • Bonjour • Je m'appelle 	<p>Healthy Me</p> <ul style="list-style-type: none"> • Being healthy • Being relaxed • Medicine safety • Healthy eating • The healthy me café

Year 2 Maths Summer 1

Topic	Maths Objective
Number and place value: estimating, counting, comparing and ordering quantities	<ul style="list-style-type: none"> ● Recognise the place value of each digit in a 2-digit number (tens, ones). ● Identify, represent and estimate numbers using different representations, including the number line. ● Compare and order numbers from 0 up to 100; use <, > and = signs ● Read and write numbers to at least 100 in numerals and words.
Addition and subtraction: using mental calculation strategies	<ul style="list-style-type: none"> ● Solve problems with addition and subtraction: ● Use concrete objects and pictorial representations, including those involving numbers, quantities and measures. ● Apply their increasing knowledge of mental and written methods. ● Add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit number. ● Show that addition can be done in any order and subtraction cannot. ● Recognise and use inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
Multiplication and division: repeated addition and subtraction, arrays, grouping and using times table facts	<ul style="list-style-type: none"> ● Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. ● Calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication, division and equals signs. ● Recognise and use the inverse relationship between multiplication and division in calculations. ● Solve problems involving multiplication and division, using materials arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
Fractions: finding fractions of quantities, shapes and sets of objects	<ul style="list-style-type: none"> ● Recognise find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$. ● Write simple fractions e.g. $\frac{1}{2}$ of 6=3 and recognise the equivalence of two quarters and one half.
Geometry: properties of 3D and 2D shape	<ul style="list-style-type: none"> ● Identify and describe properties of 2D and 3D shapes, including the number of sides, symmetry in a vertical line, edges, vertices and faces. ● Identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder and triangle on a pyramid. ● Compare and sort common 2D and 3D shapes and everyday objects. ● Solve one-step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
Measures: length, mass, capacity and money	<ul style="list-style-type: none"> ● Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm/mm); mass (kg.g); temperature; volume and capacity (litres/ml) to the nearest appropriate unit using rulers, scales and thermometers and measuring vessels. ● Compare and order lengths, mass, volume/capacity and record the results using >, < and =. ● Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. ● Find different combinations of coins to equal the same amounts of money. ● Solve simple problems in practical context involving addition and subtraction of money of the same unit, including giving change.

Year 2 Summer 1

Year 2 Summer 1			
	History	Geography	Science
<p>How does the weather affect our lives?</p>	<p>No History Unit</p>	<p>How does the weather affect our lives?</p> <p>What is the weather?</p> <ul style="list-style-type: none"> • Identify and describe the basic atmospheric elements of the weather • Observe, measure and record the elements of daily weather by using a variety of simple instruments and devices • Present, describe and offer reasons for some of the ways in which the weather has changed during the period of measurement <p>How do great artists paint the weather?</p> <ul style="list-style-type: none"> • Identify, describe and begin to explain ways in which great artists depict elements of the weather and the techniques they use to convey noise, smell and emotional feelings <p>How does the weather change through the seasons of the year?</p> <ul style="list-style-type: none"> • Observe how weather conditions change during the four seasons of the year and offer reasons for changes which occur • Recognise and describe how Vivaldi in his concerto The Four Seasons is able to create an evocative picture of changes in the weather from one season to another <p>Why isn't the weather the same everywhere in the world?</p> <ul style="list-style-type: none"> • Observe and offer reasons for the distribution of hot and cold places in the world • Explain in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles <p>How can Antarctica be a desert when it's the coldest place on Earth?</p> <ul style="list-style-type: none"> • Compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and differences <p>Why do we remember Captain Robert Scott and his friends Lawrence, Henry, Edward and Edgar?</p> <ul style="list-style-type: none"> • Understand why Captain Robert Scott and his team wanted to be the first human beings to reach the South Pole, the reasons for their failure and empathise with the emotions they would have felt as a result 	<p>Plants</p> <ul style="list-style-type: none"> ▪ Continue to observe and describe the growth of plants. ▪ Compare a variety of flowering plants. <ul style="list-style-type: none"> • Perform a simple test. • Recognise that questions can be answered in a range of ways. • Observe closely using simple equipment. • Sort objects using observable features (non-statutory). • Gather and record data to help in answering a question. • Use their observations and ideas to suggest answers to questions.

Year 2 Summer 1

	Technology	Computing	Art	PE
<p>How does the weather affect our lives?</p>	<p>Textiles: Pouches</p> <p>Children design and make their own wallet or purse, learning to use; running stitch to join two pieces of fabric together.</p> <p>Design Considering purpose in the design process.</p> <p>Make Threading a needle. Sewing a running stitch. Preparing fabrics for sewing.</p> <p>Evaluate Discuss the making process and finished product.</p> <p>Technical knowledge Identify parts of a needle (point and eye).</p> <p>Understand the alternative ways of joining fabrics and embellishments.</p>	<p>Making Multimedia Stories</p> <p>IT & Digital Literacy, Text, Graphics, Multimedia and Storytelling</p> <ul style="list-style-type: none"> ● Use technology purposefully to create, organise, store, manipulate and retrieve digital content. ● Recognise common uses of information technology beyond school. <p>and create a story and bring it to life with sound and animation.</p> <p><i>: To rate and review informative websites.</i></p>	<p>No Art Unit</p>	<p>PE Hub Run, Jump, Throw Unit 1</p> <p><i>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</i></p> <ul style="list-style-type: none"> ● Develop power, agility, coordination and balance over a variety of activities. ● Can throw and handle a variety of objects including quoits, beanbags, balls, hoops. ● Can negotiate obstacles showing increased control of body and limbs. <p>Swimming</p> <p>Working with North Tyneside swimming coaches developing swimming technique and competency in the water.</p>

Year 2 Summer 1

	Music	RE	French	PSHCE
	<p>Charanga – Friendship Song</p> <ul style="list-style-type: none"> • Warm-up Games • Flexible Games (optional) • Sing the song Friendship Song • Play instrumental parts • Improvise • Play composition(s) within the song and perform final piece <p>Wider Opportunities - Charanga Recorder Course Learn the basics of how to play musically, the language of music and the first three notes; B, A and G.</p>	<p>Christianity – Church</p> <ul style="list-style-type: none"> • Exploring the idea of special places and feelings associated with them. • Understanding that faith communities have special places of worship. • Understanding what the term Church means. • Finding out what Christians do when they go to church, building on previous 'Godly Play' visits to local church. • Recognising and understanding some of the items of significance used in religious worship and lifestyle, exploring how they are used. • Exploring the role of a Christian minister. 	<p>Topic – L'Homme en Pain d'Epices.</p> <p>Focus –</p> <ul style="list-style-type: none"> • Simple Sentences • Connectives • People and Animals <p>Vocabulary –</p> <ul style="list-style-type: none"> • La grand-mere • Le grand-pere • Le fermier • Le cochon • Le renard • La vache • Je veux te manger. • Vous ne pouvez pas m'attraper. • Saute sur mon dos. 	<p>Relationships</p> <ul style="list-style-type: none"> • Families • Keeping safe – exploring physical contact • Friends and conflict • Secrets • Trust and appreciation • Celebrating my special relationships

Year 2 Maths Summer 2

Topic	Maths Objective
Number and place value: estimating, counting, comparing and ordering quantities	<ul style="list-style-type: none"> ● Recognise the place value of each digit in a 2-digit number (tens, ones). ● Identify, represent and estimate numbers using different representations, including the number line. ● Compare and order numbers from 0 up to 100; use <, > and = signs. ● Read and write numbers to at least 100 in numerals and in words. ● Use place value and number facts to solve problems.
Addition and subtractions: using partitioning and sequencing	<ul style="list-style-type: none"> ● Solve problems with addition and subtraction: ● Use concrete objects and pictorial representations, including those involving numbers, quantities and measures. ● Apply their increasing knowledge of mental and written methods. ● Add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit number. ● Recognise and use inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
Fractions: finding fractions of quantities, shapes and sets of objects	<ul style="list-style-type: none"> ● Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. ● Calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication, division and equals signs. ● Recognise and use the inverse relationship between multiplication and division in calculations. ● Solve problems involving multiplication and division, using materials arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
Finding fractions of quantities, shapes and sets of objects	<ul style="list-style-type: none"> ● Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$. ● Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half.
Geometry: position and direction	<ul style="list-style-type: none"> ● Order and arrange combinations of mathematical objects in patterns. ● Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and threequarter turns and movement in a straight line. ● Compare and sequence intervals of time. ● Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
Solving problems by gathering data and representing in tallies, tables, pictograms and block diagrams	<ul style="list-style-type: none"> ● Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. ● Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. ● Ask and answer questions about totalling and compare categorical data.

Year 2 Summer 2

	History	Geography	Science
Seaside Holidays in the past	<p>Topic: Seaside holidays in the past in Whitley Bay. Significant historical events, people and places in their own locality. History of Whitley bay as a popular seaside resort.</p> <ul style="list-style-type: none">• Compare similarities and differences between Whitley Bay as a popular seaside resort in the past in Victorian times and now.• Find out about the history of the Whitley Bay• Sort local photographs into chronological order and explain the reasons for the order using appropriate time-related vocabulary.• Identify and write about similarities and differences between the pictures. <p>Through discussion, demonstrate some knowledge about seaside holidays in the past.</p>	No Geography Unit	<p>Wow Science Activities:</p> <ul style="list-style-type: none">• Perform a simple test.• Recognise that questions can be answered in a range of ways.• Observe closely using simple equipment.• Sort objects using observable features (non-statutory).• Gather and record data to help in answering a question.• Use their observations and ideas to suggest answers to questions.

Year 2 Summer 2

	Technology	Computing	Art	PE
Seaside Holidays in the past	No Technology Unit	<p>All About Algorithms Computer Science, Computational thinking</p> <ul style="list-style-type: none"> ● Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instruction. ● Create and debug simple programs. ● Use logical reasoning to predict the behaviour of simple programs. ● Recognise common uses of information technology beyond school. <p>Build on previous programming work on direction. Look at other examples of sequencing activities for creating algorithms. Introduce building and programming with Lego WeDo.</p> <p><i>E Safety: To apply our knowledge of safe and sensible online activities to different situations.</i></p>	<p>Form</p> <p>To use 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.</p> <p>3D experience, rigid and malleable materials</p> <ul style="list-style-type: none"> ● Awareness of natural and manmade forms and environments ● Expression of personal experiences and ideas in work ● Shape and form from direct observation ● Use a range of tools for shaping, mark making, etc. ● Construct from clay ● Replicate patterns and textures in a 3-D form. ● Use a range of decorative techniques: applied, impressed, painted, etc. ● Begin to make simple thoughts about own work and that of other sculptors. 	<p>PE Hub Run, Jump, Throw Unit 2</p> <p><i>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</i></p> <ul style="list-style-type: none"> ● Improve running and jumping movements, work for sustained periods of time. ● Reflect on activities and make connections between a healthy active lifestyle. ● Experience and improve on jumping for distance and height. <p>Swimming</p> <p>Working with North Tyneside swimming coaches developing swimming technique and competency in the water.</p>

Year 2 Summer 2

	Music	RE	French	PSHCE
Seaside Holiday s in the past	<p>Charanga Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> • Warm-up games • Composition activity • Rhythm Grid work • The Language of Music • Rewind and Replay (Revision) - revisit all the songs from the year <p>Wider Opportunities - Charanga Recorder Course</p> <p>Learn the basics of how to play musically, the language of music and the first three notes; B, A and G.</p>	<p>Judaism - The Synagogue</p> <ul style="list-style-type: none"> • Understanding that a Synagogue is a 'house of assembly' where Jewish people gather to pray. • Describing and explaining the significance of some special objects associated with the synagogue – the ark, Torah scrolls etc • Explaining how they are used in worship. • Exploring the role of the Rabbi. • Visiting a local synagogue – Gateshead or Gosforth. 	<p>Topic – Jaques et l' haricot magique</p> <p>Focus –</p> <ul style="list-style-type: none"> • Simple nouns and verbs from Jack and the Beanstalk. <p>Vocabulary –</p> <ul style="list-style-type: none"> • L' haricot • Le marche • Le sac • Le geant • Le chateaux • La porte • La poule • L' harpe 	<p>Changing Me</p> <ul style="list-style-type: none"> •Life cycles in nature •Growing from young to old •The changing me •Boys' and girls' bodies •Assertiveness •Looking Ahead

