

Chantry Primary School Learning Journeys Year 2

<u>Year 2</u>	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	<i>All creatures great and small</i>	<i>People who help us</i>	<i>Into the woods</i>	<i>Around the world</i>	<i>Once upon a time...</i>	<i>Our world</i>
Trips/ special days	Exploring mini beasts	Dress up day	Mallydams??? Mini beasts and pond dipping	Food day	Character day	Trip to the beach
Text	The first hippo on the moon	The Jolly Postman	The Fox and the Star	A Necklace of Raindrops???	The Gingerbread Man and other familiar tales.	The Lighthouse Keeper's Lunch
Science	Habitats around the world Naming animals Comparing animals and their habitats	Suitability of materials Changing materials	Healthy living Survival Basic needs of animals	Weather and effect on plants, people and the environment	Plants	Forces
Geography	Name and locate oceans and continents. Hot and cold areas of the world		Name and locate areas. Weather Maps	Hot and cold areas of the world Food around the world Field work		
History		The fire of London.			Lives of significant individuals – Famous authors, such as Charles Dickens	Significant people within living memory, for example Grace Darling.
Art and design	Eric Carle artwork Collage, tissue paper layering. Environment collage.	Drawings, sketches – link to the fire of London (streets and houses in London)	Paint and clay work – link to the text.	Art around the world – copying art techniques from other countries.	Sketching and deciding which materials to use.	Seaside
Design Technology	A minibeast and small animal habitat.	Advent calendars - flaps. Christmas cards - slider, pop up.	Where food comes from. Food around the world. Prepare healthy dishes. Story box to retell the text (Term 3)	Puppets of book characters - sewing.	A lighthouse night light	

Music www.charanga.com 20796 (u) eastsussex (p)	Jungle compositions Harvest songs	Christmas production	World music : Hands, feet, heart	Hastings music festival		Topic - Great composers
P.E	Gymnastics - movement	Dance – rhythm and speed of movement	Gymnastics - balance and sequences	Dance - to music from other cultures.	Athletics	Team games, e.g. rounders
	Team games	Basic skills - throwing and catching	Multi skills - agility and co-ordination	Games with simple tactics - football, netball (skills)	Games with simple tactics - tennis, hockey (skills)	Sports day practice
Computing	E safety School website	Animation	Roamer and Logo - exploring	Creating documents for display.	Computer coding	
RE	Creation stories	Christmas story . Linking to the Christmas production	Old testament stories	Easter story	Judaism -Jewish home -Shabbat -Synagogue	

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<p>Topic embedded PSHE</p>	<ul style="list-style-type: none"> • people and living things have needs, that they have responsibilities to meet them (including taking turns, sharing, understand need to return borrowed things) • what improves and harms local, natural and built environments, some of the ways people look after them • identify and respect differences and similarities between people 	<ul style="list-style-type: none"> • think about themselves, learn from experiences, recognise and celebrate strengths, set simple but challenging goals • good and not so good feelings, vocab to describe feelings to others and strategies for managing feelings • growing and changing, new opportunities and responsibilities independence brings • recognise they share responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' • how to contribute to the life of the classroom • help construct, agree to follow, group and class rules and understand how these rules help us • people and living things have needs and they have responsibilities to meet them • they belong to various groups and communities eg family, school • what improves and harms local, natural and built environments, about some ways people look after them 	<ul style="list-style-type: none"> • what constitutes a healthy lifestyle including physical activity, rest, healthy eating, dental health • recognise likes and dislikes, how to make real, informed choices that improve physical and emotional health, recognise choices have good and not so good consequences • people and living things have needs and they have responsibilities to meet them • what improves and harms local, natural and built environments, about some ways people look after them • Gender related stereotyping – possible link here. 	<ul style="list-style-type: none"> • money comes from different sources, can be used for different purposes, including concepts of spending and saving • about role money plays in their lives eg how to manage money, keep it safe, choices about spending and what influences those choices • <i>(in context perhaps of different countries' people's level of wealth).</i> • they belong to various groups and communities • identify and respect differences and similarities between people • identify special people (family, friends, carers), what makes them special and how they should care for one another 	<ul style="list-style-type: none"> • think about themselves, learn from experiences, recognise and celebrate strengths and set simple but challenging goals 	<ul style="list-style-type: none"> • change and loss and associated feelings (including moving home, losing toys, pets or friends) • recognise what is fair and unfair, kind and unkind, right and wrong • people and living things have needs, they have responsibilities to meet them
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		<ul style="list-style-type: none"> • money comes from different sources and can be used for different purposes, concepts of spending and saving • the role money plays including how to manage money, keep it safe, choices about spending, what influences those choices • See anti-bullying L.O.s also. 				
Discrete PSHE	<p>Communication weeks</p> <ul style="list-style-type: none"> • how to contribute to the life of the classroom • construct, agree to follow group / class rules • understand how rules help us 	<p>Anti-bullying week</p> <ul style="list-style-type: none"> • people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • recognise when people are being unkind to them or others, how to respond, who to tell, what to say • different types of teasing and bullying, these are unacceptable • how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help • rules for/ ways to keep physically and emotionally safe (eg road safety, safety in the environment, e-safety, difference between secrets and surprises and understanding not to keep adults’ secrets) 			<p>SRE –</p> <ul style="list-style-type: none"> • difference between secrets / surprises, the importance of not keeping adults’ secrets, only surprises • identify special people, what makes them special and how we should care for one another • judge what kind of physical contact is acceptable, comfortable, unacceptable/ uncomfortable, how to respond (including who to tell and how to tell them) • that bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • names for main parts of the body (including genitalia) similarities / differences between boys and girls 	<p>Transition –</p> <ul style="list-style-type: none"> • change and loss and associated feelings (eg moving home, losing toys, pets or friends) • process of growing from young to old, how people’s needs change • growing, changing, new opportunities and responsibilities that independence brings

		<ul style="list-style-type: none"> • recognise responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' • people who look after them, family networks, who to go to if they are worried and how to attract attention, ways pupils can help people to look after them 				
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PSHE Running throughout via Thrive input

- communicate feelings, recognise how others show feelings and how to respond
- recognise how behaviour affects other people
- recognise what is fair and unfair, kind and unkind, right and wrong
- share opinions on things that matter and explain views through discussions with one other person and the whole class
- listen to other people, play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- offer constructive support and feedback to others
- good and not so good feelings, vocabulary to describe feelings to others and simple strategies for managing feelings
- recognise what they like and dislike, how to make real, informed choices that improve physical and emotional health, recognise that choices have good and not so good consequences
- to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals