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| **Year 2 (2022-2023)** | | | | | | | | | | | | | | | | | | | | | | | |
|  | **Autumn 1** | | | **Autumn 2** | | | **Spring 1** | | | | | **Spring 2** | | | | **Summer 1** | | | | **Summer 2** | | | |
| **Topic title** | Land Ahoy! | | | Great fire of London | | | Amazing Africa | | | | | Computers through time | | | | Street Detectives | | | | Really cool radioactivity | | | |
| **Cultural Capital** |  | | | Firefighter visit | | | Kenya day – dancers | | | | |  | | | | Local area walk | | | |  | | | |
| **Literacy** | Lost and Found (EYFS)  Narrative | | | Little Red: Tale with a Twist  The Great Fire of London  Diary | | | Owl Afraid of the Dark: Adventure. How to Wash a Woolly Mammoth\* | | | | | Stardust Narrative  Habitats Non-chronological report | | | | Fluffy Squishy Itty Bitty: Narrative. The Day the Crayons Quit: Persuasive Letter | | | | The Crow’s Tale Fable  Plants Information text | | | |
| **Maths** | Place value  (Within 10) | Addition and subtractions  (Within 10) | | | Shape | | Place value (within 20) | | Addition + subtraction (within 20) | Place value (within 50) | | | Length and Height | Mass and Volume | | Multiplication and Division | Fractions | | Position/direction | Place value (100) | | Money | Time |
| Subitising, using a Rekenrek, compare numbers, 1more/less, even/odd numbers, Composition to 10 | | | | | | Aggregation and partitioning structures of +/-  Augmentation and reduction structures of +/- | | | | | | | | | Retrieval of facts | | | | | | | |
| **Science** | Everyday Materials | | | Animals including humans | | |  | | | | | Habitats | | | |  | | | | Plants | | | |
| **Computing** | Logging on | | Online Safety | | | Spreadsheets | | Questioning  Effective Searching | | | | | | | Creating Pictures | | | Making Music | | | Presenting Ideas | | |
| **History** |  | | | Events beyond living memory - Great Fire | | |  | | | | Changes within living memory - Computers | | | | |  | | | | Significant individual - Marie Curie | | | |
| **Geography** | 7 continents, 5 oceans. UK | | |  | | | Areas in relation to the Equator and the Poles | | | |  | | | | | The local area | | | | Fieldwork-Cross curricular: Significant historical event | | | |
| **Music** | Hands, Feet, Heart | | | Ho Ho Ho | | | I wanna play in a band | | | | | Zootime | | | | Friendship song | | | | Reflect, rewind and replay | | | |
| **RE** | Who should you follow?  (Christianity/Judaism) | | | Do religious symbols mean the same to everyone? (Christianity/Judaism) | | | Does everyone celebrate the New Year?  (Christianity/Judaism) | | | | | How should the Church celebrate Easter?  (Christianity) | | | | Can stories change people?  (Christianity/Judaism) | | | | How should you spend the weekend?  (Judaism) | | | |
| **Art and Design** | Formal elements of art | | |  | | | Painting and mixed media: Life in colour | | | | |  | | | | Sculpture and 3D: Clay houses | | | |  | | | |
| **Design and Technology** |  | | | A balanced diet | | |  | | | | | Mechanisms: Making a moving monster | | | |  | | | | Structures: Baby bear’s chair | | | |
| **P.E.** | FMS | | | Yoga | | | Drama | | | | | Social Dodgeball | | | | FMS Summer | | | | Athletics | | | |
| **PSHE/RSE** | Being Me in My World | | | Celebrating Difference | | | Dreams and Goals | | | | | Healthy Me | | | | Relationships | | | | Changing Me | | | |