

Keresforth Primary School

Year 2

	Autumn Term		Spring Term	Summer Term
	1	2	3&4	5&6
	First 2 weeks – class name Worsborough Mill	Island home	Significant people from the past Florence Nightingale/ Mary Seacole/Queen Victoria/ Rosa Parks/Neil Armstrong/Martin Luther King	Around the world in 80 days Locational Helping the planet
History	- To make a local history study of the local environment and how the mill contributed to daily life (food, jobs) -research local people's jobs in relation to the mill and what daily life was like for them -changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – how has flour/bread production changed over time?	-research the history of school – why did we get the name Keresforth primary School?	- To find out about famous people in the past. - To find out why they were famous. - To understand why do we remember these people and what impact have they had on our lives. English – Non-chronological reports about the famous people, Narrative – retelling their events, letter – in role of the person, instructions – how to make a lamp, rocket, crowns, recount – diary entry. Maths – capacity – measuring medicines, data	

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	-research how the local area has changed over time since the opening of the mill.		handling – classes’ favourite famous person.	
Geography	- Locate working mills within the United Kingdom and locate these on a map.	• Name and locate local area/school on a map and what can be found in the local area • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Use aerial photographs and plan perspectives to recognise landmarks and basic		• Name and locate continents of the world • Name and locate oceans of the world • Location of hot and cold areas of the world in relation to the north and south pole • Locate hot and cold places using maps and atlases. Use world maps, atlases and globes • Use simple compass directions (North, South, East and West) and locational and directional language • Study the human and physical geography of an island • Start to understand the impact that global warming is having on the hot and cold places of the earth. English – poetry – countries and human/physical features, instructions – making sculptures of human features, how to get to places on an island. Maths – capacity – measuring medicines, data handling – classes’ favourite feature, position and direction – map work with turns.

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		human and physical features. • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		
Science	Plants • Observe and describe how seeds and bulbs grow • Find out and describe how plants need water, light and suitable temperatures to grow and stay healthy.	Uses of everyday materials • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and	Animals, including humans – balanced diet • Notice that animals including humans have offspring which grow into adults • Find out and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans	Living things and their habitats • 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 • Identify and name a variety of plants and animals in their habitats, including micro-habitats • 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

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	English – poem about plants. Fact file on plants around the world. Diary entry of observations of how seeds and bulbs grow over a number of days/weeks. Non-chronological report about how plants stay healthy. Maths – Bar chart based on which conditions different plants grow in. Tally chart – how many different plants we have around school Shape – what shape are the seeds/bulbs?	cardboard for particular uses. Find out the shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. English – design something which needs materials that can squash/bend/twist or stretch. Detailed description of something which is made out of an everyday material. Maths – Table/classification grid – sort materials into categories. Shape – what shape are solid objects? How does the shape change when it is squashed/bent/twisted or stretched?	of exercise, eating the right amounts of different types of food and hygiene. English – non-chronological report about how to stay healthy as a human being. Story from the point of view of a baby animal/human Poem about the needs of animals. Maths – Table – sort healthy and unhealthy foods Pictogram of children's favourite fruit/vegetables	English – design an animal and its habitat based on its features. Non-chronological report about a plant/animal and its habitat Poem about what makes a habitat. Diary of an animal in its habitat. Maths – Bar chart based on which conditions different animals live in. Tally chart – how many different animals live in a particular habitat. Sort things into categories – dead/living/never been alive
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Art	N/A – DT Focus	<u>Formal Elements of Art:</u> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using 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. • To use a range of materials creatively to design and make products	<u>Art and design skills</u> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using 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. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Maths – 2D / 3D shapes. Problem solving. English – Self and peer evaluations, Fact file on artists.	N/A – DT Focus	<u>Human form</u> • To use a range of materials creatively to design and make products. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • To use drawing, painting and sculpture to develop their ideas, experiences and imagination. • Be taught about the work of a range of artists, craft makers and designers, describing the	N/A – DT Focus
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		To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Maths – 2D / 3D shapes. English – Self and peer evaluations, Fact file on artists.			differences and similarities between different practices and disciplines, and making links to their own work <u>Sculpture and mixed media:</u> - To use a range of materials creatively to design and make products. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - To use drawing, painting and sculpture to develop and	
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					share their ideas, experiences and imagination. • Be taught 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. Maths – Measurements. English – Self and peer evaluations, Fact file on artists.	
DT	<u>DT – Structures</u> Baby bear’s chair • Designing for others, using	N/A – Art Focus	N/A – Art Focus	<u>DT – Cooking and Nutrition</u> Balanced Diets	N/A – Art Focus	<u>DT – Mechanisms</u> Moving animal • Creating and using design

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	criteria and applying their knowledge of structures. • Cutting and assembling accurately. • Examples of natural and manmade structures. • Testing and evaluating. • Understanding the definition and importance of strength, stability and stiffness. • Knowing that different shapes can strengthen or weaken structures and that materials can be manipulated to improve strength and stiffness.			• Designing packaging for their smoothie. • Preparing food safely and hygienically. • Chopping safely using the bridge gap. • Conducting product research. • Evaluating a design. • Understanding how fruit and vegetables grow. • Knowing the food groups. • Understanding what makes a balanced diet. Maths – Following instructions, solving problems, measurements. English – Writing a recipe.		criteria and generating ideas. • Planning for design and manufacture. • Cutting and assembling accurately. • Selecting appropriate equipment and materials. • Carrying out primary research and applying to design. • Learning mechanical components. • Identifying input and output. Maths – Problem solving, shapes, measurements. English – Writing a report comparing different objects already made.
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	Maths – Shapes, measurements, problem solving, sorting materials. English – Writing a set of instructions.					
Music	Year 2: Call and response songs (West African – Animals) Use tempo, dynamics and timbre in their piece. Play in time with their group. Use instruments appropriately. Successfully sing back the melody line in time and at the correct pitch. Play either a call and/or response role in time with another pupil. Perform their composition. Maths – Playing in time to a beat (counting) Counting letter notation.	Year 2: Orchestral instruments (Traditional Western stories) Make plausible descriptions of the music. Identify a few instruments and the sounds of different sections of the orchestra. Explain what is happening in the music using language relating to emotion. Create a piece of music with some appropriate tempo, dynamic and timbre changes. Suggest appropriate musical timbres for each of the characters and tempo changes for the actions. Perform confidently using appropriate instrumental sounds.	Year 2: Musical me Clap the rhythm of their name. Sing the melody accurately while playing their instrument in time. Show a range of emotions using their voices. Describe the dynamics and timbre of their pieces. Play a known melody from letter notation in the right order, if not with the right rhythms. Play a new melody from letter notation in the right order, if not in time. Invent a melody, write it down and play it back. Select instruments with different timbres. Compose and perform a piece using different dynamic levels. Maths – Creating a motif in sets of 5 notes.	Year 2: Dynamics, timbre, tempo and motifs (Space) Use their voice to create a variety of sounds. Use dynamics to create atmosphere. Correctly identify some instruments and changes in dynamics in a piece. Explain how the same instrument can have many different sounds. Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre. Successfully create and play a motif.	Year 2: Landscapes and soundscapes (On this Island) Sing, play and follow instructions to perform as a group. Describe music using simple musical vocabulary. Explore multiple ways of making the same sound. Represent the same sound in different ways. Describe how they have adapted a sound using musical vocabulary. Contribute musically to a final performance. Create a piece that clearly represents a	Year 2: Musical vocabulary and impact (Myths and legends) Create rhythms and arrange them in a particular order or structure. Identify the structure of a piece of music and write it down. Describe whether a musical texture is thick or thin. Explore ways of writing down different textural layers. Follow a given structure for a composition. Write a structure score accurately.

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	Sorting dynamics and timbre. English - Writing a non-chronological report about an instrument.	Maths – Counting, problem solving. English – Create a setting description to accompany the sound scape.	Problem solving. English - Creating a poster to advertise their own songs.	Notate and write down their motif in some form. Maths – Identifying patterns in music. Layering sounds and voices. English – Writing a short song to memorise.	particular environment. Maths – Performing to a beat. Creating music within a bar. English – Creating a character description to represent the music.	Compose music with several layers. Perform their composition accurately, following the structure score. Maths – Counting musical notations. Problem solving. Creating a sequence of sounds. English – Evaluating music.
PE	<u>Fundamental Movement Skills</u> 1.Move with fluency and control in directions and in different ways while turning. 2.Move with fluency and control in directions and at different speeds. 3.Move with fluency and control in zig-zag patterns	<u>Fundamental Movement Skills</u> 1.Jump with a quarter turn landing safely. To jump and land on one foot. To work sensibly with others. 2. Jump with a half turn landing safely. To take turns and share equipment. 3. Jump forwards and backward in a fluent sequence.	<u>Gymnastics</u> 1.Perform and hold balances with good control and body tension. Perform a single skill or movement with some control. 2. Perform and hold the balances with control using the small apparatus. Perform a small range of skills and link two movements together.	<u>Fundamental Movement Skills and Ball Skills</u> 1.Throw a bouncing ball, chase it and collect it in a balanced position. Understand why exercise is important for good health. 2. Roll and bounce a ball, chase it and let it go through my legs before collecting it in a balanced position.	<u>Fundamental Movement Skills</u> 1. Maintain control of a ball whilst rolling it around different parts of the body. Explore different movements with a ball. 2. Maintain control of a ball with both the left and right hand, whilst rolling it	<u>Athletics Skills</u> 1. Walk and run with good posture and balance. 2. Use our arms to help us jump far. 3. Find the best way to throw a Foam Javelin. 4. Run and jump over obstacles. 5. Jump in different ways and land safely.

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	and at different speeds. 4. Maintain balance on both legs while squatting. 5. Move balance on both legs with your eyes closed. 6. Maintain balance on both legs while on an uneven surface. <u>Netball and Football Skills</u> 1. Throw and catch with control. 2. Perform a shoulder pass. 3. Mark a player with the ball. 4. Mark the space between attackers. 5. Improve our variety of sending skills. 6. Kicking and receive the ball with control. 7. Perform different types of pass.	To praise others. 4. Balance in a seated position and pick up equipment. 5. Balance in a seated position and pass equipment to others. 6. Balance in a seated position and pass equipment from further away. <u>Dance</u> 1. Follow a partners lead in the 'Friends' dance. 2. Create a clear pattern of movement for a partner to follow. 3. Copy a bubbles stimulus with our bodies. 4. Create a short dance using bubble movements. 5. Join up a variety of moves fluently for our bubbles dance. 6. Show a variety of dance moves that are big/small, high/low, etc.	3. Perform and hold the balances with control using the large apparatus. Perform a range of skills with some control and consistency. 4. Travel with light, quiet feet. 5. Travel with accurate, fluid movements on small apparatus. 6. Travel with accurate, fluid movements on large apparatus. <u>Fundamental Movement Skills</u> 1. Throw and catch a tennis ball in different ways. Perform a single or movement with control. 2. Throw, strike and catch a tennis ball in different ways. Perform a range of skills with control. 3. Strike and kick a ball in different ways. Select and apply a range of skills with control and consistency. 4. React and catch a large ball after one bounce.	Understand how our bodies feel before, during and after exercise. 3. Roll and bounce a tennis ball, chase it and let it go through my legs before collecting it in a balanced position. Use equipment appropriately and move and land safely. 4. Maintain balance in a variety of back support positions. 5. Maintain balance in a variety of front support positions. 6. Maintain balance in a variety of back support positions. <u>Fundamental Movement Skills</u> 1. Maintain balance on a line while walking in different ways. Understand and follow simple rules.	around different parts of the body. Explore and describe different movements with a ball. 3. Maintain control of a ball in a timed situation. Select and link movements together to fit a theme. 4. Maintain seated balance with a partner while completing various challenges. Explore and describe different movements. 5. Maintain standing balance with a partner while completing various challenges. Compare my movements and skills with those of others. 6. Maintain standing balance with a partner	6. Throw a large ball using the overhead throw. <u>Fundamental Movement Skills</u> 1. Understand and follow simple rules. Walking forwards and backwards while balancing on a line. 2. Name something you are good at. Maintain balance on a line walking with knees up. 3. Recognise similarities and differences in performance. Maintain balance on a line while marching in different ways. 4. Name something you are good at. Maintain balance throughout, while
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	8. Mark a player with and without the ball. Maths - Responding to instructions involving space. Recognising direction of movement. Counting the number of actions. Remembering sequences of numbers. Understanding simple fractions. English – Describing what they and others are doing. Making comparisons. Explaining their actions, responses and feelings towards performance. Interacting with others, negotiating plans and activities and taking turns in conversations.	7. Use some the movements we have learnt to create a ‘Shadows’ dance with partner. 8. Add more complex moves to our ‘Shadows’ dance, such as jumps, tucks, travel variety, etc. Maths - Responding to instructions involving space. Recognising direction of movement. Counting the number of actions. Remembering sequences of numbers. Understanding simple fractions. English – Describing what they and others are doing. Making comparisons. Explaining their actions, responses and feelings towards performance. Interacting with others, negotiating plans and activities and taking turns in conversations.	5. React and catch a tennis ball after one bounce. 6. React and catch a tennis ball after one bounce on one leg. Maths - Responding to instructions involving space. Recognising direction of movement. Counting the number of actions. Remembering sequences of numbers. Understanding simple fractions. English – Describing what they and others are doing. Making comparisons. Explaining their actions, responses and feelings towards performance. Interacting with others, negotiating plans and activities and taking turns in conversations.	2. Maintain balance on a line while marching in different ways. Explain when someone is working or performing well. 3. Maintain balance on a line while moving fluently in different directions. Recognise similarities and differences in performance. 4. Maintain balance while standing on a low beam. 5. Maintain balance on a low beam while performing different actions. 6. Maintain balance on a low beam while catching a ball at various heights. Maths - Reciting the number of steps and other actions. Responding to instructions involving space.	while completing more complex challenges. Select and link movements together to fit a theme. Maths - Reciting the number of steps and other actions. Responding to instructions involving space. Recognising direction of movement. Remembering sequences of numbers. Understanding simple fractions. Comparing the number of actions. English – Describing what they and others are doing. Making comparisons.	standing on a line for 10 seconds. Maths - Shape and divisions within a playing area. Measuring out distances. Sending, receiving or collecting objects in a numerical order. Understanding fractions of space. Scoring games. Estimating length. Get into group of varying amounts. English – Describing what they and others are doing. Making comparisons. Explaining their actions, responses and feelings towards performance. Interacting with others, negotiating plans and activities
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		plans and activities and taking turns in conversations.		Recognising direction of movement. Remembering sequences of numbers. Understanding simple fractions. Comparing the number of actions. English – Describing what they and others are doing. Making comparisons. Explaining their actions, responses and feelings towards performance. Interacting with others, negotiating plans and activities and taking turns in conversations.	Explaining their actions, responses and feelings towards performance. Interacting with others, negotiating plans and activities and taking turns in conversations.	and taking turns in conversations.
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RE	<u>Christianity</u> 1. Why are some words special? 2. Why are some places special? 3. How can faith contribute to community cohesion? 4. Why are some times special? 5. What can be learnt from the lives of significant people? 6. How do I and others think and feel about the universe?	<u>Judaism</u> 1. Why are some words special? 2. Why are some places special? 3. How can faith contribute to community cohesion? 4. Why are some times special? 5. What can be learnt from the lives of significant people? 6. How do I and others think and feel about the universe?	<u>Sikhism</u> 1. Why are some words special? 2. Why are some places special? 3. How can faith contribute to community cohesion? 4. Why are some times special? 5. What can be learnt from the lives of significant people? 6. How do I and others think and feel about the universe?
	<u>Skills for year 2</u> -retell religious, spiritual and moral stories -identify how religion and belief is expressed in different ways -identify similarities and differences in features of religions and beliefs -recognise that some questions about life are difficult to answer -ask questions about their own and others' feelings and experiences -identify possible meanings for symbols and other forms of religious expression. -retell religious stories and identify some religious beliefs and teachings. -identify some religious practices, and know that some are characteristic of more than one religion.	<u>Skills for year 2</u> -retell religious, spiritual and moral stories -identify how religion and belief is expressed in different ways -identify similarities and differences in features of religions and beliefs -recognise that some questions about life are difficult to answer -ask questions about their own and others' feelings and experiences -identify possible meanings for symbols and other forms of religious expression. -retell religious stories and identify some religious beliefs and teachings. -identify some religious practices, and know that some are characteristic of more than one religion.	<u>Skills for year 2</u> -retell religious, spiritual and moral stories -identify how religion and belief is expressed in different ways -identify similarities and differences in features of religions and beliefs -recognise that some questions about life are difficult to answer -ask questions about their own and others' feelings and experiences -identify possible meanings for symbols and other forms of religious expression. -retell religious stories and identify some religious beliefs and teachings.

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	-suggest meanings in religious symbols, language and stories. -respond sensitively to the experiences and feelings of others, including those with a faith. -realise that some questions that cause people to wonder are difficult to answer. -respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.			-suggest meanings in religious symbols, language and stories. -respond sensitively to the experiences and feelings of others, including those with a faith. -realise that some questions that cause people to wonder are difficult to answer. -respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.			-identify some religious practices, and know that some are characteristic of more than one religion. -suggest meanings in religious symbols, language and stories. -respond sensitively to the experiences and feelings of others, including those with a faith. -realise that some questions that cause people to wonder are difficult to answer. -respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.		
PSHE	<u>Relationships - VIPs</u> 1. Who are your VIPs? 2. Families 3. Friends 4. Falling Out 5. Working Together 6. Showing you Care Maths – maths problems to solve with others.	<u>Health and Wellbeing - Safety First</u> 1. Keeping Safe 2. Staying Safe at Home 3. Staying Safe Outside 4. Staying Safe Online 5. The Underwear Rule 6. People Who Can Help Maths – problem solving – how to keep	<u>Living in the Wider World - One World</u> 1. Families 2. Homes 3. Schools 4. Environments 5. Resources 6. Planet Protectors Maths – compare families, homes and schools with other countries using tables and diagrams.	<u>Relationships – Digital Wellbeing</u> 1. The internet and me 2. Online and Offline 3. Staying Safe Online 4. Personal Information 5. Communicating Online 6. True or False	<u>Living in the Wider World – Money Matters</u> 1. Money 2. Keep it Safe 3. Save or Spend 4. Want or Need 5. Keep it Safe! 6. Going Shopping Maths – recognise coins and notes.	<u>Relationships - Growing Up</u> 1. Our Bodies 2. Is it OK? 3. Pink and Blue 4. Look at me Now 5. Getting Older 6. Changes Maths – timeline of how we have changed since a baby.			

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	English – write an advert for a good friend. Speaking and listening to peers. Use drama.	safe in different scenarios. English – create a poster about keeping safe. Instructions about keeping safe Speaking and listening to peers. Use drama.	English – write an advert for a house in different places. Create a poster about looking after the Earth. Speaking and listening to peers. Use drama.		Add and subtract money. English – create a poster about keeping money safe. Speaking and listening to peers. Using drama to act out shop scenario.	English – write a story about someone getting older and how they change. Speaking and listening to peers. Use drama.
Computing <i>All classes to have at least 1 hour of e-safety lessons per half term alongside other topics; this does not have to be full hour sessions. They can be a mixture of discussion-based sessions as well as writing/drawing/iPad activities. They may be completed within PSHE assemblies where appropriate.</i>	<u>Information technology around us</u> - To recognise the uses and features of information technology - To identify the uses of information technology in the school - To identify information technology beyond school - To explain how information technology helps us - To explain how to use	<u>Digital photography</u> - To use a digital device to take a photograph - To make choices when taking a photograph - To describe what makes a good photograph - To decide how photographs can be improved - To use tools to change an image - To recognise that photos can be changed	<u>Robot algorithms</u> - To describe a series of instructions as a sequence - To explain what happens when we change the order of instructions - To use logical reasoning to predict the outcome of a program (series of commands) - To explain that programming projects can have code and artwork - To design an algorithm - To create and debug a program that I have written	<u>Making music</u> - To say how music can make us feel - To identify that there are patterns in music - To describe how music can be used in different ways - To show how music is made from a series of notes - To create music for a purpose - To review and refine our computer work	<u>Pictograms</u> - To recognise that we can count and compare objects using tally charts - To recognise that objects can be represented as pictures - To create a pictogram - To select objects by attribute and make comparisons - To recognise that people can be described by attributes	<u>Programming quizzes</u> - To explain that a sequence of commands has a start - To explain that a sequence of commands has an outcome - design - To change a given design - To create a program using my own design - To decide how my project can be improved

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	information technology safely • To recognise that choices are made when using information technology				• To explain that we can present information using a computer	
Opportunities for Visits	-visit to Worsborough Mill -visit to local bakery to watch the process from flour to bread.	Walks around village to look at different home types	Thackray museum or a visitor in school Drama workshops to recreate the people from the past and their daily lives		Continent/ country themed days Animals from around the world visiting school Drama/music/dancing from around the world.	
Opportunities for outdoor learning	-outdoor art creating repeating patterns -find natural patterns in the outdoor environment and link this with art -find materials in the outdoor environment and locate uses of them.	-creating own gardens to grown plants and look after them -outdoor plant investigation – placing plants in different places outdoors and recording how they grow.	-outdoor timelines of the famous person's life -create a guy for a bonfire -create tally chart using different materials for different amounts of plants found in the area. -using plants to create a diagram of the parts of a plant, life cycles and plant art.		-sorting objects into venn diagrams outdoors depending if they have died/alive/never been alive -label things in the environment that are dead/living/never been alive -life cycles of living things outdoors.	