Autumn 1st Half - Superheroes National Curriculum Objectives Covered this Half Term	
English	Form lower case letters of the correct size relative to one another To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
Maths	See Focus Maths plan
Science	• performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. • 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. • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (recycling) • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (recycling)
Art	• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. (comic strips) • About the work of a range of artists, craftmakers and designers describing the differences and similarities between different practises and disciplines and making links to their own work.
History	N/A
Geography	N/A
Computing	• use technology purposefully to create, organise, store, manipulate and retrieve digital content • 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. (iPad licence)
DT	Design • Design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate • explore and evaluate a range of existing products

	• evaluate their ideas and products against design criteria
Music	• use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE	• 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.
RE	
PATHs	

Year 2
Autumn 1st Half - Superheroes

Understanding of different cultures:	**Outdoor Learning:**
Food in different countries/ cultures Olympics review talking about the countries.	Getting plants and poly tunnel ready for the new school year. Exercise outside Maths outside
Writing Across the Curriculum:	**High Challenge/ Greater Depth:**
Comic strips Shopping list and plan for DT project Write to the council about recycling	Blogging challenge – write notes about work from the week for parents to see on the blog. Whizzy Reader group
Embedded ICT:	**Visit or Visitors:**
Daily blogging to demonstrate learning and reflect on learning. Weekly blog challenge.	Leisure centre visit? Council visitor to talk about recycling?
Healthy Schools Link:	**Other notes:**
DT project based on heathy eating	Ruby B mum – leisure centre Email council

	Topic covers exercise and personal hygiene as part of the objectives	

	Autumn 2nd Half - Transport **National Curriculum Objectives Covered this Half Term**
English	Form lower case letters of the correct size relative to one another To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Start using some diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. To use spacing between words that reflects the size of the letters.
Maths	See Focus Maths Plan
Science	• performing simple tests • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.
Art	• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. (sculpture using vehicle parts) • About the work of a range of artists, craftmakers and designers describing the differences and similarities between different practises and disciplines and making links to their own work.
History	• events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements (Flight – The Wright Brothers) • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • They should use a wide vocabulary of everyday historical terms. • They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
Geography	N/A
Computing	• recognise common uses of information technology beyond school • use technology purposefully to create, organise, store, manipulate and retrieve digital content • 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
DT	Design • Design purposeful, functional, appealing products for themselves and other users based on design criteria

	• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria Technical knowledge • explore and use mechanisms [for example, wheels and axles], in their products.
Music	• use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE	Pupils should be taught to: • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.
RE	
PATHs	

Year 2 Autumn 2nd Half - Transport	
Understanding of different cultures: Transport in other countries – camel, donkey, elephants etc. Christmas around the world	**Outdoor Learning:** Andy Goldsworthy art outside Plane competition outside Testing wheels on different surfaces. Car survey

YEAR 2 CURRICULUM MAP

Writing Across the Curriculum:	**High Challenge/ Greater Depth:**
Writing to Lotus.	Whizzy Maths – look at the groups with Hayley and decide this then
Write to the airport.	
Embedded ICT:	**Visit or Visitors:**
CAD app?	Airport?
Animation project in literacy	Train station?
Algorithms	Lotus?
Blogging	
Healthy Schools Link:	**Other notes:**
F1 drivers – link to diet and exercise	Ross's dad – Lotus link
Cyclists – diet and exercise	Klaudia's dad – mechanic

Spring 1st Half – The Great Fire of London
National Curriculum Objectives Covered this Half Term

English	Start using some diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. To use spacing between words that reflects the size of the letters.
Maths	See White Rose Hub plan
Science	• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (move to home around the world)
Art	• To use a range of materials creatively to design and make products • About the work of a range of artists, craftmakers and designers describing the differences and similarities between different practises and disciplines and making links to their own work.
History	• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • the lives of significant individuals in the past who have contributed to national and international achievements. • significant historical events, people and places in their own locality. (Wymondham fire)
Geography	N/A
Computing	• recognise common uses of information technology beyond school (Compare Samuel Pepys and blogging) • 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.
DT	N/A
Music	• use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE	• 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.
RE	
PATHs	

Year 2
Spring 1st Half – The Great Fire of London

Understanding of different cultures: Fire officers around the world	**Outdoor Learning:** Burn model houses on the playground Water bucket challenge
Writing Across the Curriculum: Diary writing	**High Challenge/ Greater Depth:** Code writing in a diary for a week. Whizzy readers
Embedded ICT: Look at how news is accessed in different ways. Blogging.	**Visit or Visitors:** Fireman visit Visit places in Wymondham involved in the fire Visit bbc in the forum?
Healthy Schools Link: Snack chart challenge?	**Other notes:** Contact fire station

	Spring 2nd Half – Homes Around the World National Curriculum Objectives Covered this Half Term
English	Start using some diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. To use spacing between words that reflects the size of the letters.
Maths	See Focus Maths Plan
Science	• 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.
Art	• To use a range of materials creatively to design and make products • 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 colour, pattern, texture, line, shape, form and space. • About the work of a range of artists, craftmakers and designers describing the differences and similarities between different practises and disciplines and making links to their own work.
History	N/A
Geography	• name and locate the world's seven continents and five oceans • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
Computing	• 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
DT	N/A
Music	• use their voices expressively and creatively by singing songs and speaking chants and rhymes

	• play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE	• 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.
RE	Yes.
PATHs	

Year 2
Spring 2nd Half – Homes Around the World

Understanding of different cultures: Project objectives linked to other cultures and countries RE in the different countries	**Outdoor Learning:** Activities with the builders – lay a brick, build a wall etc. Planting in the garden. Local walk.
Writing Across the Curriculum: Comparing homes Design a dream home Researching and writing to prepare for family learning event.	**High Challenge/ Greater Depth:** Materials investigation Whizzy Maths
Embedded ICT: Algorithms and debugging Research on iPads Blogging	**Visit or Visitors:** Wymondham walk to look Builders to discuss materials
Healthy Schools Link: Growing food and cooking Cook a dish from around the word.	**Other notes:** **BLP Focus:** Collaboration – some discrete sessions, also building in to other lessons.

	Summer 1st Half – The Animal Kingdom **National Curriculum Objectives Covered this Half Term**
English	Start using some diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. To use spacing between words that reflects the size of the letters.
Maths	See Focus Maths Plan
Science	• asking simple questions and recognising that they can be answered in different ways • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. • 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 microhabitats • 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. • 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)
Art	• To use a range of materials creatively to design and make products • 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 colour, pattern, texture, line, shape, form and space. • About the work of a range of artists, craftmakers and designers describing the differences and similarities between different practises and disciplines and making links to their own work. (Henri Rousseau)
History	N/A
Geography	• name and locate the world's seven continents and five oceans • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

	• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
Computing	N/A
DT	N/A
Music	• use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE	• 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.
RE	
PATHs	

Year 2 Summer 1st Half – The Animal Kingdom	
Understanding of different cultures: Pets and sacred animals Henry Rousseau	**Outdoor Learning:** Measure animals outside to compare them Habitats to explore
Writing Across the Curriculum: Describing lifecycles	**High Challenge/ Greater Depth:** Butterflies for children to blog about Whizzy Readers
Embedded ICT: Blogging iPads art work	**Visit or Visitors:** Animals to visit school Visit a wildlife resort Visit the Abbey next to the river to find different habitats.

Healthy Schools Link:	**Other notes:**
Golden Mile challenge	

	Summer 2nd Half – Seaside Holidays **National Curriculum Objectives Covered this Half Term**
English	Start using some diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. To use spacing between words that reflects the size of the letters.
Maths	See Focus Maths Plan
Science	N/A
Art	• 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, craftmakers and designers describing the differences and similarities between different practises and disciplines and making links to their own work.
History	• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (family holidays)
Geography	• name and locate the world's seven continents and five oceans • Human and physical geography • the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Computing	• 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
DT	Design • Design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria

Music	• use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE	• 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.
RE	
PATHs	

Year 2
Summer 2nd Half – Seaside Holidays

Understanding of different cultures: British culture – how it has changed.	**Outdoor Learning:** Outside puppet shows
Writing Across the Curriculum: Seaside poems Script writing for Punch and Judy story	**High Challenge/ Greater Depth:** Whizzy Maths group
Embedded ICT: Blogging	**Visit or Visitors:** Visit the beach Lifeguard – leisure centre
Healthy Schools Link: Seaside snacks and how they fit into a balanced diet	**Other notes:**