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| **SUBJECT** | **Year 2 2024-2025** |
| **Autumn** | **Spring** | **Summer** |
| **TOPIC****2024-25** | **Geography of Isleham** | **Great Fire of London** | **Africa** | **Dinosaurs and other animals** | **History of Isleham** | **Healthy Me** |
| **Possible trips or visits** | **Local walk around Isleham – Geography maps and historical changes.**  | **Experience day- History people- GFOL London**  | **Africa craft day**  | **ROAR! Dinosaur Adventure Park** | **Visit from Mr Patterson – History of Isleham****Isleham society artefacts** | **Virtual workshop with National army museum**  |
| **English**  | Narrative – Little Red Riding Hood (3.5 weeks)Recount – Diary of Grandma from Little Red Riding Hood (1.5 weeks) Narrative - Retell from wolf’s point of view (1 week)Recount - Geography fieldwork village walk (1 week) | The great fire of London episodes- BBC teach<https://www.youtube.com/watch?v=DSH81jl-uAk> Diary of Samuel Peeps. (2-3 weeks)History Day- write up information book (1 week)Instruction writing(2 weeks) | Poetry – Kennings – African safari animals (1.5 weeks)Narrative – Alternative version of The Hare and the Tortoise based in Africa (1 week)Recount – Stories from other cultures- Handa’s surprise (2 weeks)Narrative – Alternative version of Handa’s Surprise based in UK (1 week) | SPAG ( 1 week)Non-fiction- Fact finding about dinosaurs. Top trump cards Recount – Diary – A day in the life of Mary Anning. (1 week)Recount – Science week (1 week)Letter to inform – How dinosaurs became extinct.( 2 weeks)  | Narrative - Stories with recurring literary language- We are Going on a Bear Hunt (1.5 weeks) Oral storyNarrative - Stories with recurring literary language- We are Going on a Beach Hunt. (1 week)Letter? | Narrative - Stories with recurring literary language- The Gigantic Turnip ( 1.5 weeks) Narrative - Stories with recurring literary language- The Enormous Potato- Own version ( 2 weeks) Instructions – How to grow a bean plant ( 1 week) SPAG week (1 week)SATS |
| **Science** | **Materials (History-Great Fire of London)*** Can they distinguish between an object and the material from which it is made?
* Can they identify and name a range of everyday materials? (wood, plastic, metal, water, rock)
* Can they describe the simple physical properties of a variety of everyday materials?
* Can they explain using the key properties why a material is suitable or not suitable for a purpose?
* Can they compare and classify a variety of materials based on their simple physical properties?
* Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching)
* Can they identify and compare the uses of a range of everyday materials? (wood, metal, plastic, glass, brick/rock, paper/cardboard)
* Can they explain how things move on different surfaces?
 | **Living things and their habitat*** Can they explain the differences between living and non-living things?
* Can they decide whether something is living, dead or non-living?
* Can they describe some of the life processes common to plants and animals, including humans?
* Can they match certain living things to the habitats they are found in?
* Can they describe how a habitat provides for the basic needs of things living there?
* Can they describe a range of different habitats?
* Can they describe how plants and animals are suited to their habitat?
* Can they identify and name a variety of plants and animals in their habitats, including micro-habitats?
* Can they explain how dependency works in a habitat?
* Can they explain how animals get their food and draw a simple food chain?
 | **Animals including humans*** Can they describe the life cycle of some living things? (e.g. egg, chick, chicken)
* Can they explain why animals have offspring?
* Can they explain that animals grow and reproduce?
* Can they describe what animals need to survive?
* Can they sort living things into groups and say why they sorted them in that way?
 | **Plants*** Can they describe what plants need to survive?
* Can they describe how seeds and bulbs grow into plants?
* Can they describe what a plant needs to grow and stay healthy?
* Can they explain that plants grow and reproduce?
* Can they compare how plants grow in different conditions by making measurements?
 | **Healthy eating*** Can they describe the importance of humans eating the right amounts of different types of food?
* Can they explore the different food groups?
* Can they identify healthy and unhealthy food and say how much of each they should have in their diet?
* Can they suggest improvements to their own diet and design heathy meals?
* Can they describe the importance of exercise for humans by finding out why humans need to exercise?
* Can they gather and record data to help answer questions by recording the ways exercise affects the body?
* Can they describe the importance of hygiene for humans?
* Can they name good hygiene habits?
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| **Art and Design** | **Paint** * Can they respond to the work of an artist through use of lines, shapes and colours?
* Can they use an artist’s work as a starting point for their own shape images?
* Can they investigate and use the visual elements of line, colour and space in a painting?
* Can they make responses using the visual elements of shape and pattern?
* Can they design several options for a product before selecting the best and explaining their choice?
* Can they construct a surface in the style of an artist and discuss what they and others have done and say what they think and feel about it?
* Can they use a story as a starting point for imaginative work?

Can they identify what they might change in their current work? | **Fabricate (Geography- Safari/Africa)*** Can they create their own loom from paper?
* Can they weave materials into a loom, alternating between over and under?
* Can they consider their choices of colours and materials when making and decorating a product?
* Can they suggest why artists and crafts makers might have decorated their artworks or products?
* Can they design several options for a product before selecting the best and explaining their choice?
* Can they use wax to transfer a design to fabric?
* Can they use a paintbrush to apply dye to their wax-resist coaster to change the colour of the fabric?
* Can they explain the process of batik in simple terms?
* Can they suggest products that are made using batik fabric?
 | **Let’s sculpt****(Dinosaurs)*** Can they describe the work of a range of sculptors?
* Can they notice the difference between abstract and figurative sculptures?
* Can they design and make their own sculpture with a range of materials?
* Can they talk about the shapes they are using?
* Can they express the preferences for certain materials?
 | **Healthy Me*** Discover Guiseppe Archiboldo and how he uses fruit and vegetables to create different portraits.
* Can they identify different fruit and vegetables?
* Can they use their own fruit and vegetables to recreate their own portrait?
* Can they make observational sketches of real fruit and vegetables?
* Can they choose the right colours when drawing fruit and vegetables?
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| **Design and Technology** | **Great fire of London**Black silhouette of the London, pastels to create fire background Make Tudor homes using cardboard boxes- bend the top flaps to create the roof. Decorate with white paper and black strips of paper. Straw on the roof and then set alight on the playground.  | **Moving picture (Geography- safari scenes 2D and History- dinosaurs 3D)*** Can they evaluate how well a product works?
* Can they draw a simple design and add annotations?
* Can they make a picture which aims to have 2 moving mechanisms?
* Can they use design criteria to help guide the making and evaluation process?
 | **Fabric Bunting*** Can they say what they like and dislike about the design of existing products?
* Can they use a graphics program to repeat and fill images to create an appealing design?
* Can they demonstrate accuracy when cutting around a fabric shape?
* Can they create a seam using running stitch?

Can they choose appropriate fabric to add decoration? | **Sensational salads (Science- Health and plants)*** Can they explain that the food they eat can be split into different food groups and know that they should eat a balance of foods, including fish, to have a healthy and varied diet?
* Can they use the basic principles of a healthy diet to prepare dishes and start to understand why it is healthy?Can they follow a simple recipe?
* Can they work with some independence to correctly use measuring spoons, zesters and juicers when preparing dishes?
* Can they understand that fruit and vegetables are grown in different places and that fish is caught in seas, rivers and lakes?
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| **ICT** | Unit 2.1 Coding Weeks – 5 Programs – 2Code | Unit 2.2 Online Safety Weeks – 3 Programs – VariousUnit 2.3 Spreadsheets Weeks – 4 Programs – 2Calculate | Unit 2.4 Questioning Weeks – 5 Programs – 2Question, 2Investigate | Unit 2.5 Effective Searching Weeks – 3 Programs – Browser | Unit 2.6 Creating Pictures Weeks – 5 Programs – 2PaintAPictureUnit 2.7 Making Music Weeks – 3 Programs – 2Sequence | Unit 2.8 Presenting Ideas Weeks – 4 Programs – Various |
| **History** | **History – Great Fire of London*** London past and present- compare aspects of people’s daily lives in the past and mine now.
* Life in the 17th Century-
* The events of the Great Fire
* What happened after the Great fire of London?
 | **History of Isleham*** Children to learn about what Isleham used to be like in the 1900s.
* What are the similarities and differences in the and around the village?
* Listen to people who grew up in the village and what the village was like.
* Have a guided walk around the village looking at the Pits, and what buildings used to be like.
 | **History- The lives of significant others- Florence Nightingale, Mary Seacole- compare to modern nurses.(Science – health)*** Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?
* Can they use the words past and present correctly?
* Can they use a range of appropriate words and phrases to describe the past?
* Can they sequence a set of events in chronological order and give reasons for their order?
* Can they explain why Britain has a special history by naming some famous events and some famous people?
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| **Geography**  | **Geography- Magical Mapping****Isleham (Own locality)*** Can you find where they live on a map of the UK?
* Can they find out about a locality by using different sources of evidence?
* Can they find out about a locality by asking some good questions to someone else?
* Can they describe some physical features of own locality?
* Can they explain what makes a locality special?
* Can they describe some human features of own locality, such as the jobs people do?
* Do they think that people ever spoil the area? How?
* Do they think that people try to make the area better? How?
* Can they explain what facilities a town or village might need?
* Can they find the longest and shortest route using a map?
 | **Geography- Sensational Safari*** Can they explain how the jobs people do may be different in different parts of the world?
* Can they describe some places which are not near the school?
* Can they describe a place outside Europe using geographical words?
* Can they describe some of the features associated with an island?
* Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean and valley?
* Can they explain where Kenya is located in the world and find Kenya on a world map or globe?
* Can they draw a map of Kenya and locate the capital city, some main cities and oceans.
* Can they understand what some aspects of Kenya life is link?
* Can they identify features of a national park and begin to explain the difference to a game reserve?
* Can they describe some differences and similarities between Kenya and the UK?
* Can they begin to understand the importance of tourism to Kenya?
* Can they draw a map of Kenya?
* Can they consider the key features of map drawing?
* Can they identity animals in Kenya and explain the concept of ‘endangered species?’
* Can they confidently use compass directions to move around a map?
* Can they use an atlas/globe to locate accurately places and landmarks in Kenya?
 | **Geography- Dinosaurs around the world*** Can they name the continents of the world and find them in an atlas?
* Can they name the world’s oceans and find them in an atlas?
* Can they name the main cities of England, Wales, Scotland and Ireland?
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| **Music** | **Kapow unit:**Orchestral instruments **Theme:** Traditional Western stories | **Kapow unit:**Musical me | **Kapow unit:**Western African call and response song**Theme:** animals | **Kapow unit:**On this Island**Theme:** British songs and sounds | **Kapow unit:**Dynamics, timbre, tempo and motifs (space) | **Kapow unit:**Myths and legends |
| **PE** | RealPE: PersonalFundamentals | RealPE: SocialInvasion Games | RealPE: CognitiveGymnastics | RealPE: CreativeTarget Games | RealPE: PhysicalStriking and Ball Games | RealPE: Health and FitnessAthletics |
| **RE** | Judaism Teshuvah / G-D Why do Jewish families talk about repentance at New Year? | Christianity Saviour / Jesus Why was Jesus given the name ‘saviour’? | Islam Allah / mercy How do some Muslims show Allah is compassionate and merciful? | Christianity Resurrection / joy What are the best symbols of Jesus’ death & resurrection at Easter? | Christianity Disciple / faith Why do Christians trust Jesus and follow him? | Judaism Torah / rabbi Why is the Torah such a joy for the Jewish community? |
| **PSHE** | Citizenship 5 RR 1/2 Rights, Rules and Responsibilities  | Myself and My Relationships 6 FF 1/2 Family and FriendsWorking together  | Healthy & Safer Lifestyles PS 1/2 Personal Safety  | Economic Wellbeing 1 FC 1/2 Financial CapabilityUnit ES 1/2 E-safety - Me and My Online Identity | Healthy & Safer Lifestyles DE 1/2 Drug Education | Healthy & Safer Lifestyles RS2 Relationships & Sex Education Myself and My Relationships 8 MC 1/2 Managing Change |