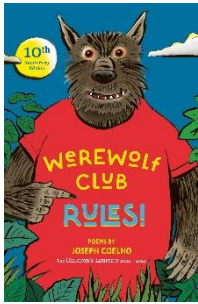
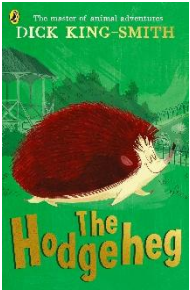
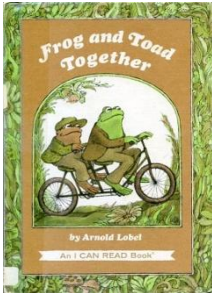
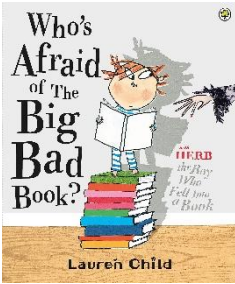
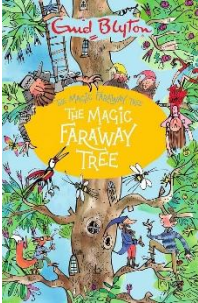
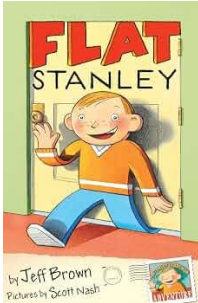
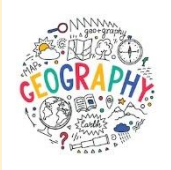


| Year 2                                                                                                                                                  | Autumn 1                                                                                                                                   | Autumn 2                                                                                                                                                                    | Spring 1                                                                                                            | Spring 2                                                                                                                                      | Summer 1                                                                                                        | Summer 2                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Curriculum Enrichment Opportunities</b><br>                         |                                                                                                                                            | <b>Christmas Carols/ Songs on the Playground</b><br>(Mu, SMSC)<br><br><b>Pantomime</b><br> |                                                                                                                     |                                                                                                                                               | <b>Stanton's Farm</b><br>    | <b>Performing Arts Festival</b><br>(En, Mu, Art, SMSC)                                                               |
| <b>Texts</b><br><br><b>Reading for Pleasure</b><br><br><b>Texts linked to English/ Reading/ Wider Curriculum</b><br><br><b>(Refer to Reading Spine)</b> | Non-Chronological texts.<br><br>Werewolf Club Rules<br> | The Hodgeheg .<br><br>                                                                   | Frog and Toad Together<br><br> | Who's Afraid of the Big, Bad Book?<br><br>The Flower<br> | The Magic Faraway Tree<br> | Flat Stanley<br><br>Gorilla<br> |

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| <b>English</b><br><br>Jonathan Bond<br>writing scheme/ unit<br>kit<br><br>Little Wandle: Letters<br>and Sounds Revised<br><br><br><br>Pen Pals handwriting | Unit 1 – How to<br>write a non-<br>chronological report<br><br>Unit 2 – How to use<br>different sentences<br>in my stories<br><br>Unit 3 – How to<br>write a poem                         | Unit 4 – How to write an<br>Instruction booklet<br><br>Unit 5 – How to write a<br>diary story<br><br>Unit 6 – How to write an<br>acrostic                                                                                        | Unit 7 – How to<br>write a recount<br><br>Unit 8 – How to<br>write a losing story<br><br>Unit 9 – How to<br>write shape poems                                                                                                                                          | Unit 10 – How to<br>persuade a reader<br><br>Unit 11 – How to<br>choose the best<br>vocabulary in a poem<br><br>Unit 12 – How to<br>write a fear story           | Unit 13 – How to<br>write a leaflet<br><br>Unit 14 – How to<br>make writing lively<br>and interesting for<br>the reader<br><br>Unit 15 – How to<br>write nonsense<br>poetry                                           | Unit 16 – How to<br>write a diary<br><br>Unit 17 – How to<br>write a play script<br><br>Unit 18 – How to<br>add detail to poems                             |
| <b>Maths</b><br><br>                                                                                                                                       | Composition of<br>multiples of 10<br><br>Counting and<br>representing<br>numbers 20-99<br><br>Comparing, ordering<br>and partitioning 2<br>digit-numbers.<br><br>Calculating within<br>20 | Secure fluency of addition<br>and subtraction facts<br>within 10.<br><br>Adding and subtracting<br>ones and tens to and from<br>2 digit-numbers.<br><br>Grouping objects in<br>different ways and<br>relating to multiplication. | Representing<br>counting in 2's, 5's<br>and 10's as the 2, 5<br>and 10 times table.<br><br>Representing<br>counting in 5's as the<br>5 times table and<br>link to the 10 times<br>table.<br><br>Multiplying by 2,<br>doubling and halving<br>(factors and<br>products) | Introduction to<br>division structures.<br><br>Shape: discuss and<br>compose 2D and 3D<br>shapes.<br><br>Addition and<br>subtraction of two 2-<br>digit numbers. | Addition and<br>subtraction of two 2-<br>digit numbers.<br><br>Money: recognise<br>coins and use £ and p<br>symbols<br><br>Fractions: Identify<br>equal parts and be<br>familiar with halves,<br>quarters and thirds. | Positioning and<br>directions.<br><br>Doubling, halving,<br>quotative and<br>partitive division.<br><br>Sense of measure –<br>capacity, volume<br>and mass. |
| <b>Science</b><br><br>                                                                                                                                   | Animals including humans                                                                                                                                                                  | Living things and their habitats                                                                                                                                                                                                 | Everyday materials                                                                                                                                                                                                                                                     | Plants and their growth                                                                                                                                          |                                                                                                                                                                                                                       |                                                                                                                                                             |

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|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------|------------------------------------------|--------------------------|-----------------------------------------------------------|
| <b>History</b><br>             | Civilisation Study: Mesopotamia                                   | Civilisation Study: Ancient Egypt                         | British History: Romans in Britain              | British History: Anglo Saxons            | British History: Vikings | British History: Normans                                  |
| <b>Geography</b><br>           | The World: Globes and Maps                                        | Spatial Sense and the School Setting                      |                                                 | Climate                                  |                          | Regions of the UK                                         |
| <b>Religious Education</b><br> | Why is light an important symbol for Christians, Jews and Hindus? | What does the Nativity story teach Christian about Jesus? | How do Christians belong to their faith family? | How do Jews celebrate Passover (Pesach)? |                          | Why do people have different views about the idea of God? |
| <b>Art and Design</b><br>    | Mesopotamia Elements of Art                                       | Ancient Egyptian Art                                      | Elements of Art, Shape and Texture              | Medieval Art                             | Patterns and Printmaking | Portraits and Self-Portraits                              |
| <b>Music</b><br>             | English Language Folk Songs                                       | Rhythm 2                                                  | Pitch Notations                                 | Folk Music from around the World         | The Nutcracker           | African Call and Response Songs                           |

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| <b>Design and Technology</b><br> | Mechanisms (Wheels and axles)                                                                                                                                                                      |                                                                                               | Textiles (Templates and joining techniques)                                                                                  |                                                                               | Food (Preparing Food and Vegetables)                                           |                               |
| <b>PSHE</b><br>                  | Me and My Relationships                                                                                                                                                                            | Valuing Difference                                                                            | Keeping Safe                                                                                                                 | Rights and Respect                                                            | Being my Best                                                                  | Growing and Changing          |
| <b>Computing</b><br>             | Food, yum, chefs<br><br>Identify risks that are online                                                                                                                                             | Get up and go!<br><br>Know that everyone has a digital footprint and how to be safe with this | Ocean exploration<br><br>Use some website safety features                                                                    | Botanists<br><br>Know when a website is trying to persuade me to do something | Book creators<br><br>Identify incorrect online behaviour such as cyberbullying | Game developers               |
| <b>Physical Education</b><br>   | Dance<br><br>Ball Skills                                                                                                                                                                           | Yoga<br><br>Ball Games                                                                        | Fitness<br><br>Rugby Fun                                                                                                     | Tennis<br><br>Gymnastics                                                      | Kwik Cricket<br><br>Multiskills                                                | Football Fun<br><br>Athletics |
| <b>Whole School Events</b><br> | Establishment Week<br>Democracy Week<br>NSPCC Assembly/ Workshops<br>Anti-bullying Week<br>Harvest Festival<br>Remembrance<br>Children in Need<br>Christmas Jumper Day<br>Performance Poetry Event |                                                                                               | Children's Mental Health Week<br>Safer Internet Day<br>Easter<br>World Book Day<br>Science/ STEM Week<br>Sport/ Comic Relief |                                                                               | Sports Day<br>Transition<br>Performing Arts Festival                           |                               |