



## Year 2 - 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>Recovery curriculum</b></p> <p>Stories in familiar settings. Dark Killer Cat</p> <p>Postcards and letters Jolly Postman</p> <p>Songs and repetitive poems. Fire Brigade workshop</p>	<p>Traditional Tales Rumpelstiltskin</p> <p>Information texts</p> <p>Traditional poems for young children.</p> <p>Trip to discover centre</p>	<p>Traditional Tales from other cultures. Anna Hibiscus</p> <p>Instructions</p> <p>The senses - Poetry</p>	<p>Stories involving fantasy Magic finger</p> <p>Recounts</p> <p>Humorous Poems Art outcomes</p>	<p>Quest and adventure stories</p> <p>Information texts</p> <p>Favourite poems</p>	<p>Stories by the same author/ Anthony Browne</p> <p>Recounts</p> <p>Poems about Birds</p>



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<p><b>Maths</b></p>	<p><u>Y1 N &amp; PV</u> Count and read numbers to 100 in numerals</p> <p>Count and write numbers to 100 in numerals</p> <p>Identify one more and one less, given a starting number</p> <p><u>Y1 A &amp; S</u> Use number bonds up to 20</p> <p>Use subtraction facts up to 20</p> <p><u>Y1 M &amp; D</u> Count in jumps of 2, 5 and 10s</p>	<p>1. Place value place value in numbers 0-100</p> <p>2. Learning and using addition and subtraction number facts</p> <p>3. Learning and using addition and subtraction number facts,</p> <p>4. Identifying and classifying 2D shapes</p> <p>5. Comparing and ordering numbers to 100,</p> <p>6. Comparing and ordering numbers to 100</p> <p>7. Adding and subtracting smaller 2-digit numbers to and from larger ones</p>	<p>8. Learn about 2D shapes</p> <p>9. Begin to recognise that different coins have different values</p> <p>10. Reinforce children's knowledge of spoken numbers and matching written numerals up to 10</p> <p>11. Count to 100 and compare and order numbers to 20</p> <p>12. Explore and identify patterns</p> <p>13. Begin to partition sets of ten objects and learn the number pairs to 10</p>	<p>14. Learn how we can time events, and the fact that some events take longer than others</p> <p>15. Explore lengths, heights and weights, learning to compare each of these, using direct comparison</p> <p>16. Compare and order numbers to 20</p> <p>17. Children will familiarise themselves with coins and our money</p> <p>18. Rehearse comparing numbers to 10 and 20 and identifying the largest and smallest set</p>	<p>19. Revisiting the days of the week, reciting the names and ordering them and will use language related to time such as 'yesterday', 'today' and 'tomorrow'</p> <p>20. Partitioning numbers and finding pairs of numbers that total the number</p> <p>21. Count to 100 as a whole class and begin to count further independently</p> <p>22. Common 2D and 3D shapes</p> <p>23. Double numbers to 5 and halve even numbers to 10, using objects, the image of twins and balancing scales</p>	<p>25. Children revisit the days of the week, making sure that they know these and can put them in order. They also talk about how we measure time in different ways, and come to understand units: months, days, weeks, hours, minutes and second</p> <p>26. Ensure all children can count on and back to/from any number to 20. Children also rehearse counting to 100</p> <p>27. Find one more and one less than numbers up to 20, linking this to adding and subtracting</p> <p>28. Revise and learn all the coins from 1p to £2. They name, describe and begin to order the coins according to value</p>
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<b>RE</b>	<p><b>Recovery Curriculum</b>  <i>2<sup>nd</sup> Sept- 25<sup>th</sup> Sept</i></p> <p><i>Follow the Recovery Curriculum</i></p> <p><b>BEGINNINGS</b> - God is present in every beginning - <i>28 Sept - 25 Oct</i></p> <p><b>SIGNS AND SYMBOLS</b> - Signs and symbols in Baptism - <i>2 Nov - 27<sup>th</sup> Nov</i></p> <p><b>PREPARATIONS</b> - Advent: preparing to celebrate Christmas 30<sup>th</sup> Nov - end of term</p> <p><b>Writing: Story of St Francis</b></p>	<p><b>BOOKS</b> - The books used in Church - <i>4<sup>th</sup> Jan - 5<sup>th</sup> Feb</i></p> <p><b>THANKSGIVING</b> - Mass, a special time to thank God - <i>8<sup>th</sup> Feb - 5<sup>th</sup> Mar</i></p> <p><b>OPPORTUNITIES</b> - Lent: an opportunity to start anew - <i>8<sup>th</sup> Mar - end of term</i></p> <p><i>Year 2 - Prayer/home - 14<sup>th</sup> Apr - 16<sup>th</sup> Apr</i></p> <p><i>Year 2 - Shabbat - 12<sup>th</sup> July - end of term</i></p> <p><b>Writing: Retell the Easter story.</b></p>	<p><b>SPREAD THE WORD</b> - Pentecost: a time to spread the Good News - <i>19<sup>th</sup> Apr - 7<sup>th</sup> May</i></p> <p><b>RULES</b> - Reasons for rules in the Christian family - <i>10<sup>th</sup> May - 11<sup>th</sup> June</i></p> <p><b>Journey in Love</b> - We meet <b>God's love</b> in the community <i>14<sup>th</sup> June - 18<sup>th</sup> June</i></p> <p><b>OTHER RELIGION</b> - Prayer/home <i>1<sup>st</sup> June - 19<sup>th</sup> June</i></p> <p><b>TREASURES</b> - God's treasure; the world - <i>21<sup>st</sup> June - 9<sup>th</sup> July</i></p> <p><b>Writing: Newspaper report on Pentecost.</b></p>			



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<b>Science</b>	Uses of Everyday Materials -Material Monster	Uses of Everyday Materials -Bend, Twist & Stretch  Extended writing: Non-chronological report on materials.	Living Things and Their Habitats -Our Local Environment  Extended writing: Non-chronological report on Habitats	Animals Including Humans -Healthy Me  Trip: Natural History museum	Animals Including Humans -Become a Master Chef  Extended writing: Report on Healthy Eating	Plants - Young Gardeners
<b>Computing</b>	We are photographers Taking, selecting and	We are games testers Exploring how	We are detectives Communicating clues. (Communication /	We are researchers Researching a topic. (Computer Networks)	We are astronauts Programming on a screen.	We are zoologists Recording bug hunt data.



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	<p>editing digital images. (Creativity) Art outcomes Link to Plants</p>	<p>computer games work. (Computational Thinking)</p>	<p>Collaboration)</p>		<p>(Programming)</p>	<p>(Productivity)</p>
<b>Art</b>	<p><b>Victoria collages</b></p> <p>*Cut &amp; tear paper with accuracy to create repeated patterns. Practice examples in sketch books.</p> <p><i>Suggested outcome: Collage, using Victorian images, creating the shape of 1 object from Victorian era and/or</i></p> <p><i>Black History: collage creating objects special to chosen African culture</i></p>	<p><b>Digital photography (Computing)</b></p> <p>*Justify choices when editing photographs when using cropping, light and colour tools in Picasa. (Switchon Step 5)</p>	<p><b>Study of international artist(s)</b></p> <p>*Find similarities and differences between different works of art, including the use of primary (red, orange &amp; blue) and secondary (orange, green, purple) colours.</p> <p><b>International art</b></p> <p>*To use paint or pastels to create lighter (tints) and darker (shades) colours. ALWAYS ADD DARK COLOURS TO LIGHT COLOURS.</p>			
<b>History &amp; Geography</b>	<p><b><u>Black History</u></b> <b><u>The Journey of Mary Seacole</u></b> Explore the amazing life of the significant individual Mary Seacole. Explore how she learnt to care for others in Jamaica and her determination to help British Soldiers during the Crimean War. <b>Book: The Extraordinary Life of Mary Seacole by Naida Redgrave</b></p>	<p><b><u>Remembrance &amp; Walter Tull</u></b> In this unit pupils will be introduced to the concept of Remembrance Day and will learn why people in this country wear poppies in November. Through learning about Remembrance, pupils will understand that there are events beyond living memory that are significant nationally and globally, and that these are commemorated through anniversaries. Pupils will learn how to ask relevant questions about WWI and to deduce facts</p>	<p><b><u>Samuel Pepys and The Great Fire of London</u></b> The children pose their own questions about the fire; tell the story the story of the fire from Samuel Pepys' perspective; role-play trying to put out the fire with hooks, squirters and buckets of water; and examine pictures of said equipment and of London before and during the fire.  Take the investigation further, through:</p> <ul style="list-style-type: none"> <li>reading genuine historical sources,</li> </ul>			



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		<p>about the war based on their own investigations. Pupils will look at the childhood and football career of Walter Tull, what happened to him when he fought in World War I and why he was different from most people of his time.</p>			<p>pictorial and written;</p> <ul style="list-style-type: none"> <li>• debating causation;</li> <li>• and sequencing.</li> </ul> <p>The children communicate their understandings through structured writing, individually and in groups</p> <p><b>Recount on Great fire of London</b></p>	
<b>Geography</b>		<p><b>Block E:</b> <b>Rivers and Canals</b></p> <p><b>Writing:</b> <b>Information text about rivers and canals</b></p>	<p><b>Block A:</b> <b>Oceans and Seas of the World</b></p>		<p><b>International Day</b></p> <p><b>Comparing two different countries.</b></p>	
<b>PE</b>	Games/Fitness	Dance	Gymnastic	Games/Fitness	Athletic	Striking and fielding
<b>Music</b> Following Inside Music - First Steps into Music	Exploring Duration	Exploring Pulse and Rhythm	Exploring Pitch	Exploring Instruments and Symbols	Exploring Timbre, Tempo and Dynamics	Exploring Sounds
<b>French</b>	<b>Unit 11</b> Buying things		<b>Unit 10</b> weather and je vais (I go)		<b>Unit 3</b> likes and dislikes of food	



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	<b>Unit 6</b> likes and dislikes  <b>Unit 3</b> days	<b>Unit 6 and 9</b> numbers 21-39  <b>Unit 11</b> prices	<b>Unit 10</b> transport  <b>Unit 2/3</b> opinions  <b>Unit 8</b> prices
<b>PSHE</b>	<b>Recovery curriculum/Anti-Bullying</b>	<b>Safer internet</b>	<b>Journey in love</b>