Beaupré COMMUNITY PRIMARY SCHOOL

Year 2	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Topic	Oceans and Seas / Galapagos		Decades / 1960's	Battles / WW2	Continents / Africa	Forests / The Amazon
English	Word reading, comprehension and spelling. Handwriting and writing composition. Vocabulary, grammar and punctuation. Texts and genres include a wider range of texts (building on key stories in Y1), Non-Fiction books structured in different ways: We're sailing to Galapagos Word reading, comprehension and spelling. Handwriting and writing composition. Vocabulary, grammar and punctuation. Texts and genres include learning poems by heart. Familiar stories. Performance : The Nativity story		Word reading, comprehension and spelling. Handwriting and writing composition. Vocabulary, grammar and punctuation. Texts and genres include classic Poems. Narrative (including Man on the Moon), Non-fiction (including Alien Spotters' Guide). Traditional 1960's children's stories The tiger that came to tea / The hungry caterpillar	Word reading, comprehension and spelling. Handwriting and writing composition. Vocabulary, grammar and punctuation. Texts and genres include fairy stories and traditional tales, plays Non-fiction: WW2, evacuees My Secret War diary Children and World War 2 / History snap shots	Word reading, comprehension and spelling. Handwriting and writing composition. Vocabulary, grammar and punctuation. Texts and genres include stories by the same author (Including Meerkat Mail- Emily Gravett) Recounts (1st and 3rd person), Counting in Africa National Geographic for kids: Africa Round houses Non-Chronological Reports, e.g. Polar Bears) Letters to Africa	Word reading, comprehension and spelling. Handwriting and writing composition. Vocabulary, grammar and punctuation. stories by the same author (Including Meerkat Mail- Emily Gravett)contemporary poems, information texts (including Rainforests (Emma Rogers Unit). The Kapok Tree Rainforests: National Geographic Kids
Mathematics	Number : Place Value Number: Addition and Subtraction Measurement: Money Number: Multiplication and Division Consolidation		Number: Fractions Geometry: Properties of shape Measurement Length and Height	Statistics Measurement: Mass, Capacity and temperature Measurement: Time Position and Direction	Consolidation and Revision SATS	Measurement: Time Measurement: Mass, Capacity and temperature (comparing temperatures between here and the rainforest) Problem solving (Linked to decline of rainforests) Investigations (Linked to decline of rainforests)
Science Aims develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.	**Living things and their habitats Studying Galapagos animals** 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.		**Earth and space / Use of everyday materials** 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.	**Electricity (including moving vehicles and motors planes and tanks)** Investigational Topic linked with statutory requirements	**Animals including Humans** 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) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	**Plants** 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.
Art and Design Aims The national curriculum for art and design aims to ensure that all pupils:	**We're sailing to Galapagos collages and animal sculptures**		**Painting: A significant Artist (Andy Warhol)**	**Tanks and planes**	**African Maks** To develop a wide range of art and design techniques in using colour,	**Nature Collage (using materials; including forest pictures)**

• ☐☐produce creative work, exploring their ideas and recording their experiences • ☐☐become proficient in drawing, painting, sculpture and other art, craft and design techniques • ☐☐evaluate and analyse creative works using the language of art, craft and design • ☐☐know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	☐☐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. **Design and make 1960's fashion:** **T Shirts** To use a range of materials creatively to design and make products	To use a range of materials creatively to design and make products	pattern, texture, line, shape, form and space	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
Computing **Aims** The national curriculum for computing aims to ensure that all pupils: ☐☐can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation ☐☐can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems ☐☐can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems ☐☐are responsible, competent, confident and creative users of information and communication technology.	**Logical reasoning/ Prediction of outcomes (scratch): creating a Galapagos scene** To use logical reasoning to predict the behaviour of simple programs **Debugging** To create and debug simple programs	**Designing and researching 1960s fashion** To use technology purposefully to create, organise, store, manipulate and retrieve digital content	**Algorithms** **Simple set of instructions** **(link to DT Tanks and planes)** To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	**e- safety** **responsible use of technology** **(PSHE – personal data)** To 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.	**Use of IT to monitor rainforest/ research temperatures / animal decline** ☐☐recognise common uses of information technology beyond school
Design and Technology **Aims** ☐ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world ☐ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users ☐ critique, evaluate and test their ideas and products and the work of others ☐ understand and apply the principles of nutrition and learn how to cook.	**We're sailing to Galapagos collages and animal sculptures** ☐☐select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ☐☐generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	**Design and make 1960's fashion:** **T Shirts** ☐☐generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology ☐☐explore and evaluate a range of existing products ☐☐design purposeful, functional, appealing products for themselves and other users based on design criteria	**Construction (Tanks and Planes)** ☐☐select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ☐☐build structures, exploring how they can be made stronger, stiffer and more stable ☐☐explore and use mechanisms [for example, levers, sliders,	**African Masks** ☐☐explore and evaluate a range of existing products ☐☐select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ☐☐evaluate their ideas and products against design criteria **African food and cooking**	**Nature Collage (using materials; including forest pictures)** ☐☐select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ☐☐generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

		wheels and axles], in their products.	To understand and apply the principles of nutrition and learn how to cook.	
	evaluate their ideas and products against design criteria	evaluate their ideas and products against design criteria		

Geography **Aims**	**Charles Darwins adventures / Pirates**	**Evacuees**	**The Blitz**	**Josephs story / Comic relief project**	**Forests (including comparing local area to non-European country with rainforests)**
develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

are competent in the geographical skills needed to:

collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. | name and locate the world's seven continents and five oceans

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 (*Naming features in Galapagos*)

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 *(Pirates and maps / Charles Darwin)* | use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

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 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 | 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 | 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

use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. |

History **Aims**	**Charles Darwin**	**1960's**	**WW2**	**Significant Historical Person (Nelson Mandela)**	-
The national curriculum for history aims to ensure that all pupils: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' | The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods | Events Beyond Living Memory that are significant (1960s)

changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | Events beyond living memory that are significant nationally or globally

Significant historical events, people and places in their own locality. | The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods | |

understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.					
Music **Aims** perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	**Pirate songs and rhymes** Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically	**The Beatles** Listen with concentration and understanding to a range of high-quality live and recorded music	**Significant songs from the war** Listen with concentration and understanding to a range of high-quality live and recorded music	**African Drumming (Including The Lion King)** Play tuned and untuned instruments musically	**Rainforest / weather sounds** Experiment with, create, select and combine sounds using the inter-related dimensions of music.
Physical Education	Outdoor Play Gymnastics	Games	Dance	Games Swimming	Athletics Sports Day
Religious Education	How does the Khalsa influence the lives of Sikh people? (*Sikhs in India*) Why is Christmas important to Christians? (*Linked to Nativity and Christmas celebrations*)	What are the ultimate questions? (*hippies during the 1960's*)	What is important to Jewish people? (*Life of Jews during WW2*)	What is important for Muslims? (*North Africa main religion Islam*) *Mecca in Saudi near Africa on the map*	Should we look after our world? (*Linked to decline of rainforests, bees*)
PSHE	Myself and my Relationships 6 Family and Friends	Citizenship 4 Diversity and Communities (*1960's mods and rockers*)	Healthy and Safer Lifestyles 9 Personal Safety	Healthy and Safer Lifestyles 6 and 8 (*Life in Africa*) Safety Contexts (*Linked with Computing*)	Myself and my Relationships 8 Managing Change Economic Wellbeing 1 Financial Capability
SEAL	Relationships New Beginnings	Goals	Good to be Me	Getting On and Falling Out	Changes