

Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fairy tales	Are you afraid of the dark?	Land Ahoy!	Street Detectives	Beside the Seaside	Explorers
	<p>Geography: St Joseph's surrounding environment. -enhancing their locational awareness of the surrounding environment through understand why and how addresses are written. -use simple fieldwork and observational skills to explain where they live. -describe the location of features on a map and follow routes on a simple maps in the local area. - describe human and physical features in the local area.</p> <p>Science: Uses of everyday materials Identify and compare the suitability of a</p>	<p>Geography: Fieldwork skills in Practice. -identify seasonal and daily weather patterns in the United Kingdom. -use basic geographical vocabulary to refer to key physical and human features. -use simple compass direction and locational and directional language 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. -competent in the geographical skills needed to: collect,</p>	<p>Geography: A small area of the UK: Isles of Scilly. - use world maps, atlases and globes to identify the United Kingdom and its countries and to locate The Isles of Scilly. - use simple compass directions and locational and directional language to find their way around The Isles of Scilly. - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple</p>	<p>History: Local history. We will be learning about why Hertford Castle is a significant place in our town and about the significant people who visited it, including Queen Elizabeth I.</p> <p>-Significant historical events, people and places in their own locality.</p> <p>Art: drawing and mono-printing Artist: Rosalind Monks</p>	<p>History: History of beach holidays: Know that children's lives today are different to those of children a long time ago. -Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Science: 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.</p>	<p>History: Know about a famous person from outside the UK and explain why they are famous. Elizabeth Cochran Seaman (Nellie Bly) travelled around the world in 72 days. Jeanne Baret was the first woman to circumnavigate the globe. Jessica Nabongo is the first black woman to visit every country. -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. Science: Plants. Observe and describe how seeds and bulbs grow into mature plants.</p>

	<p>variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Art: Sculpture - Fairy tales Clay castles. Know how to roll, press and pinch to make a clay pot. Explore mark making on clay for texture and understand how to mix paint to create all the secondary colours.</p> <p>PE: Send and Return - unit 1 Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball using hands and racquets with some consistency.</p>	<p>analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.</p> <p>Science: Uses of everyday materials Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>DT: Structures Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use.</p>	<p>map for The Isles of Scilly</p> <p>Science: Animals including humans. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>DT: Textiles – (money) pouches, sewing Learn how to sew a running stitch ready to design, make and decorate a pouch suitable for a pirate, using a template. -Sew a running stitch with regular-sized stitches and understand that both ends must be knotted.</p>	<p>Insect drawings and printing</p> <p>Using mark making and line drawing to create prints with carbon paper</p> <p>Science: 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).</p> <p>PE: Gymnastics – unit 2 Develop body management through a range of floor exercises.</p>	<p>DT: Food – A balanced diet. Learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to understand a balanced diet to develop a healthy wrap. -Name the main food groups and identify foods that belong to each group. -Describe the taste, texture and smell of a given food. -Think of four different wrap ideas, considering flavour combinations. -Construct a wrap that meets the design brief and their plan.</p> <p>PE: Run Jump Throw - unit 1</p>	<p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Art: painting Artist: Paul Klee Tints and shades Creating Klee- inspired landscapes Know how to create lighter and darker versions of a colour using black and white</p> <p>PE: Hit Catch Run - unit 2 Work on a variety of ways to score runs in the different hit, catch, run games. Work in teams to field Begin to play the role of wicketkeeper or backstop.</p> <p>Swimming Swim short distances unaided between 5 & 20 metres using one consistent stroke. Propel themselves over longer distances with the assistance of swimming aids. Move with more confidence in the water</p>
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	<p>Play modified net/wall games throwing, catching and sending over a net.</p> <p>Dance - unit 1 Describe and explain how performers can transition and link shapes and balances. Perform basic actions with control and consistency at different speeds and on different levels. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform short movement sequences to music.</p> <p>RSE Religious Understanding -Story Sessions - Let the Children Come</p> <p>Computing Online safety</p>	<p>-Identify man-made and natural structures. -Identify stable and unstable structural shapes. -Contribute to discussions. -Identify features that make a chair stable. -Work independently to make a stable structure, following a demonstration. -Explain how their ideas would be suitable for Baby Bear. -Produce a model that supports a teddy, using the appropriate materials and construction techniques. -Explain how they made their model strong, stiff and stable.</p> <p>Mechanisms – Making moving monsters - Explore levers, linkages and pivots through existing</p>	<p>-Prepare and cut fabric to make a pouch from a template. -Use a running stitch to join the two pieces of fabric together. -Decorate their pouch using the materials provided.</p> <p>PE: Gymnastics - unit 1 Describe and explain how performers can transition and link gymnastic elements. Perform with control and consistency basic actions at different speeds and on different levels. Challenge themselves to develop strength and flexibility. Create and perform a simple sequence that is</p>	<p>Use core strength to link recognised gymnastics elements, e.g., back support and half twist. Attempt to use rhythm while performing a sequence.</p> <p>Attack Defend Shoot - unit 1 Can send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing.</p> <p>RSE Religious Understanding -God Loves You Personal Relationships -Special People -Treat Others well -Say Sorry</p>	<p>Develop power, agility, coordination and balance over a variety of activities. Can throw and handle a variety of objects including quoits, beanbags, balls, hoops. Can negotiate obstacles showing increased control of body and limbs.</p> <p>Swimming Swim short distances unaided between 5 & 20 metres using one consistent stroke. Propel themselves over longer distances with the assistance of swimming aids. Move with more confidence in the water including submerging themselves fully. Enter and exit the water independently.</p> <p>RSE Keeping Safe -Being Safe -Good and Bad Secrets -Physical Contact</p>	<p>including submerging themselves fully. Enter and exit the water independently.</p> <p>RSE Religious Understanding -Three In One -Who is My Neighbour? Living in the Wider World -The Communities We Live In</p> <p>Computing Presenting ideas Presenting a story Presenting ideas as a quiz Making a Non-Fiction Fact File Making a Presentation</p> <p>Making music Introducing 2Sequence Making Music Soundtracks</p>
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	<p>Searching and sharing</p>	<p>products and experimentation, use this research to construct and assemble a moving monster.</p> <ul style="list-style-type: none"> -Identify the correct terms for levers, linkages and pivots. -Analyse popular toys with the correct terminology. -Create functional linkages that produce the desired input and output motions. -Design monsters suitable for children, which satisfy most of the design criteria. -Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. -Select and assemble materials to create their planned monster features. -Assemble the monster to their linkages without 	<p>judged using simple gymnastic scoring.</p> <p>Hit Catch Run - unit 1 To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games.</p> <p>RSE Emotional Well-Being - Feelings, Likes and Dislikes - Feeling Inside Out - Super Susie Gets Angry Life Cycles -The Cycle of Life</p> <p>Computing Spreadsheets coding</p>	<p>Computing Questioning Effective searching</p>	<p>-Harmful Substances -Can You Help Me?</p> <p>Computing Creating pictures Introduction and Impressionism Pointillist Art Piet Mondrian William Morris and Pattern Surrealism and eCollage</p>	
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affecting their functionality.

PE:

Dance - unit 2

Perform using more sophisticated formations as well as an individual.
Explore relationships through different dance formations.
Explain the importance of emotion and feeling in dance.
Use the stimuli to copy, repeat and create dance actions and motifs.

Send and Return - unit 2

Be able to make it difficult for their opponent to score a point.
Begin to choose specific tactics appropriate to the situation.
Transfer net/wall skills to volleyball style games.

		<p>Improve agility and coordination and use in a game.</p> <p>RSE Me, My Body, My Health -I Am Unique -Girls and Boys -Clean and Healthy (My Body)</p> <p>Computing: Online safety Email using 2respond Digital footprint</p>				
<i>Texts</i>	<p>Rapunzel by Bethan Woollvin</p> <p>Little Red Riding Hood by Bethan Woollvin</p>	<p>Owl babies by Martin Waddell</p> <p>Range of non-fiction on nocturnal animals (books and websites.)</p>	<p>The Pirate Cruncher by Johnny Duddle.</p> <p>The Night Pirates by Peter Harris</p> <p>Range of non-fiction on pirates (books and websites.)</p>	<p>Detective Dog by Julia Donaldson</p> <p>A Discovery Disappears by Pip Murphy</p>	<p>How the Crab got his Claws by Rosie Dickins</p>	<p>A Race Around the World: The True Story of Nellie Bly and Elizabeth Bisland (She Made History) by Caroline Starr.</p>
<i>Artists</i>	Variety	N/A	N/A	Rosalind Monks	N/A	Paul Klee
<i>Visits/Visitors</i>			Pirate day			Perry Green