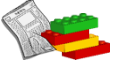















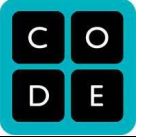







2023/24
Year Two

	Autumn Term		Spring Term		Summer Term	
	3 + 6wks	7wk + 3	+2 5wk	-1 6wk -1	6wk (BH in week 4)	7 wk
Reading	Grandad's Island Aesop's Fables- The Goose that laid the golden Eggs Mrs Noa's Pockets	Paddington The Christmas Pine	The Auangle Wangle's Hat (Edward Lear) Coming to England The Street Beneath my feet	The rhythm of the rain Little people big dreams - David Attenborough	Fantastically Great women who changed the world Aesop's Fables-The sun and the wind	Fantastic Mr Fox
Writing	Flexible block Sentence composition suit- 1 week Character descriptions-2 weeks Poems developing vocabulary- 1 week Simple retelling of a narrative- 3 weeks	Formal Invitations- 2 weeks Stories from other cultures- 3 weeks Poetry on a theme (humorous)-1 week Flexible block -1 week, 3 days	Flexible block- 2 days Non chronological reports- 3 weeks Formal invitations- 2 weeks	Stories from other cultures- 3 weeks Recount from personal experience- 2 weeks Flexible Block- 1 week	Non Chronological Reports- 3 weeks Flexible Block- 1 week Simple retelling of a narrative- 3 weeks	Simple retelling of a narrative final week Recount from personal experience- 2 weeks Poems developing vocabulary- 1 week Character description- 2 weeks Poetry on a theme (humorous/poems about change)- 1 week
Spelling	Block 1 2 weeks Block 2 2 weeks Block 3 week 1 Spelling Bee	Block 3 Week 2 Block 4 2 weeks Block 5 2 weeks Block 6 2 weeks	Block 7 2 weeks Block 8 2 weeks Spelling Bee	Block 9 2 weeks Block 10 2 weeks Block 11 Week 1	Block 11 Week 2 Block 12 2 weeks Block 13 2 weeks Spelling Bee	Block 14 2 weeks Block 15 2 weeks Block 16 2 weeks

Maths	Number and Place value (4 weeks) Addition and Subtraction (2 weeks)	Addition and Subtraction (3 weeks) Shape (3 weeks)	Money (2 weeks) Multiplication and Division (3 weeks)	Multiplication and Division (2 weeks) Length and Height (2 weeks) Mass, Capacity and Temperature (2 weeks)	Mass, Capacity and Temperature (1 week) Fractions (3 weeks) Time (1 week) Assessment Week	Time (2 weeks) Statistics (2 weeks) Position and Direction (1 week)
Science	Use of everyday materials (Lessons 1-6) 	Use of everyday materials (Lessons 7-10)  Animals including humans (Lessons 1-3) 	Animals including humans (Lessons 4-8) 	Animals including humans (Lessons 9-11)  Plants (Lesson 1-3) 	Plants (Lessons 4-6)  Living things and their habitats (Lessons 1-3) 	Living things and their habitats (Lessons 1-3) 
RE 	1.3. Who is Jewish and what do they believe?		1.6. How do we celebrate special and sacred times? (Easter 09.04.23)		1.8. How should we care for others and the world, and why does it matter? RE DAY:1.4 What can we learn from sacred books?	
 History		How did the Suffragettes change life for people in Britain?	How have hospitals changed?		Why do we celebrate the King's Coronation?	
 Geography	Human and Physical Geography- My Local Area: Mapping (3-6)			Environmental- Fairtrade Africa (3-6)		Human and Physical Geography- Beach (6)
Computing	 Pages	 IT around us	 Course B	 Charts	 Course B	 I Movie 1

Music	Hands, Feet, Heart Understanding musical style Concert Performing Intro to the Recorder		ROCK - I Wanna Play In A Band Intro to the Recorder Stage 2 – plus use Zoo Time for additional resources		Reflect, Rewind and Replay Intro to the Recorder Stage 3 – plus use Friendship Song for extra resources	
DT 		Windmills Mechanism and mechanical systems		Puppets Textiles and Material		<u>Bread-The Great Bread Bake Off</u> Cookery and nutrition
Art	Portraits Thomas Gainsborough		<u>Love of Landscapes</u> John Constable		<u>The Beauty of Flowers</u> Georgia O'Keffee	
Languages	NA	NA	NA	NA	NA	NA
PE	Multiskills	<u>Games</u> Dribbling using feet	Gymnastics	Dance	Athletics	<u>Games</u> Attack v Defence
 RSHE	Setting Ground Rules (1) Family and Relationship (1-5)	Family and Relationship (6-7) Antibullying week Health and Wellbeing (1-3)	Health and Wellbeing (4-7) LGBTQ Assembly (1)	Safety and changing Body (1-5)	Safety and changing Body (6-9) Economic wellbeing (1)	Economic wellbeing (2-5) Transition (1)
RSHE Citizenship	Explaining why rules are in place. Learning how to discuss issues of concern to me.	Learning how to discuss issues of concern to me. Learning about environmental issues relating to food.	Learning about environmental issues relating to food. To understand that everyone has similarities and differences	Explaining why rules are in place.	Explaining why rules are in place.	
Trips and Visitors	Local Walk to Bursted woods- Geography focus. Children to use the maps they have created and edit as they go.	Pantomime at Greenwich theatre- English/global focus. (Traditional roles in fairy tales)		St Alfrege's Church- link to RE Visitors: KS1 religions around the world RE day	Tower of London- History link to Coronation	Seaside Trip- link to geography
Power of Me	Inspired Me- Introduction to Global topic	Performer Me- Christmas performance	Digital Me- IT curriculum Safe Me- RSHE health and wellbeing	Digital Me- IT curriculum Safe Me	Money Me-RSHE economic wellbeing	Money Me- RSHE- Economic wellbeing Responsible Me-RE caring for others and the world

	Digital Me- Ipad safety charter, use of ipads, pages Performer Me- Poetry unit	Digital Me-Use of Ipads, IT around us Adventure Me	Different Me- LGBTQ assembly Money Me- Money Unit in Maths	Inspired Me- Environmental – Fairtrade Africa	Responsible Me- RE caring for others and the world Digital Me- IT Curriculum Safe Me	Digital Me- IT curriculum
Power of We	I do		We do		You do	
	<p>Hook: Throughout the day have different opportunities available to the children where only the girls/boys get to complete certain activities I.e. the boys get to go out and play sports while the girls have to stay in and clean the classroom.</p> <p>Look at stereotypical jobs. Children draw what they think a hairdresser, teacher, builder etc looks like. Are they steotypical? Try out some of these jobs. Groups build a tower or clean an area of the classroom.</p> <p>Outcome: To create a short video explaining gender equality that can be shown to the school.</p>		<p>Outcome: Carry out a gender equality survey across the school and show our findings to senior leaders and governors.</p> <p>Create badges that have a gender equality symbol that they wear to promote the sustainable development goal.</p> <p>Book audit within the school library- do we have enough books that represent breaking stereotypes? Raise money to order books. Have a fund raising day I..e dads come in and bake/ sew with children to sell items. Mums come in and build items with the children that can be sold at the end of the day.</p>		<p>Possible outcomes:</p> <ul style="list-style-type: none"> • Gender equality logo competition. • To design and make a gender neutral t-shirt. • Create poem promoting gender equality. • Write a speech about why it is important to be equal. • Create a factfile about someone who fought for gender equality e.g. Emmeline Pankhurst. 	