

Subject	Autumn	Spring	Summer
<u>English</u>	<ul style="list-style-type: none"> ➤ Stories with familiar settings – following a given, more complex story structure <u>and</u> writing <i>letters and postcards</i> to begin to write from different viewpoints ➤ Reading, writing and performing poetry with a focus on one famous poet 	<ul style="list-style-type: none"> ➤ Creation stories from different cultures – adapting a story structure using creativity and imagination ➤ Non-chronological report – <i>information book and leaflet</i> ➤ Reading, writing and performing a range of poetry on the same theme 	<ul style="list-style-type: none"> ➤ Traditional tales – alternative endings, developing character and setting descriptions ➤ Explanations
Throughout Y2: Recounts (including news writing)			
<u>Maths</u>	<i>In a spiral curriculum over the year: Number (number and place value, addition and subtraction, multiplication and division, fractions), measurement, geometry (properties of shapes, position and direction), statistics</i>		
<u>Religious Education</u>	<ul style="list-style-type: none"> ➤ Why is it good to listen to and remember the stories Jesus told? <p>Christmas: Where is the light of Christmas?</p>	<p><u>World Faiths</u> - Buddhism What is Buddhism? What does it mean to be a Buddhist? Visit to Bethnal Green Buddhist Centre Easter: How do Easter symbols help us to understand the meaning of Easter for Christians?</p>	<ul style="list-style-type: none"> ➤ Why did Jesus teach the Lord's Prayer as the way to pray? ➤ Why are Saints important to Christians?
<u>Science</u>		<ul style="list-style-type: none"> ➤ Living things and their habitats ➤ Plants ➤ Animals, including humans ➤ Uses of everyday materials 	
<u>Art and Design</u> <i>(examples)</i>	<ul style="list-style-type: none"> ➤ Colour mixing and blending - <i>Pastel Self Portraits</i> ➤ Collage, layering and cutting - <i>Poppy wreaths</i> ➤ Block mono printing and watercolour washes – <i>Great Fire of London images</i> ➤ Light in art – <i>Christmas art</i> 	<ul style="list-style-type: none"> ➤ Layout and design for impact of posters - <i>PSHE & Buddhism posters</i> ➤ Layering of tissue paper collage and silhouette cut outs - <i>Easter stained glass</i> ➤ Pointillism and Georges Seurat – <i>links to style of Aboriginal art</i> ➤ Oil pastel block colour, stencils and printing – <i>Buddha pictures</i> 	<ul style="list-style-type: none"> ➤ Proportions, foreground and background – <i>Henri Rousseau and animals in their habitats</i>
<u>Computing</u> Coding	<ul style="list-style-type: none"> ➤ consolidate BeeBot work from Y1 ➤ J2Code lessons ➤ hour of code website ➤ Create simple <i>Scratch Junior</i> animation – City Learning Centre visit 		
eSafety	<ul style="list-style-type: none"> ➤ safe use of ipads and laptops; log on and off; save work; <i>Lee and Kim (ThinkUKnow); Digiduck (childnet)</i> 		
Digital Literacy	<ul style="list-style-type: none"> ➤ postcards – English (<i>2publish+</i>) 	<ul style="list-style-type: none"> ➤ Story – English (<i>2create a story/superstory</i>) 	<ul style="list-style-type: none"> ➤ data handling – Maths/Science (<i>2calculate</i>)
<u>Design and Technology</u> <i>(examples)</i>	<ul style="list-style-type: none"> ➤ Mechanical systems: sliders and levers (<i>Christmas cards</i>) 	<ul style="list-style-type: none"> ➤ Safe and hygienic food preparation: <i>Healthy living week</i> 	<ul style="list-style-type: none"> ➤ Mechanical systems: wheels and axles (<i>simple vehicles</i>)
<u>Geography</u>	<ul style="list-style-type: none"> ➤ Are places different around the world? Physical/human geography of a small area of UK and small area of Non- European country (Australia) 		
<u>History</u>	<ul style="list-style-type: none"> ➤ How do sources of evidence help us to learn about the past? (learning about the Great Fire of London) Event beyond living memory Visit to Tower of London ➤ Why do we remember Florence Nightingale? Significant individual from the past Visit to Florence Nightingale Museum 		
<u>PSHE and Citizenship</u>	<p><u>Relationships and diversity</u></p> <ul style="list-style-type: none"> ➤ Cooperating and negotiating ➤ Respecting difference and similarities ➤ Acceptable and unacceptable physical contact ➤ Anti-bullying and friendship work 	<p><u>Health and well-being</u></p> <ul style="list-style-type: none"> ➤ What is a healthy lifestyle (sleep, hygiene, exercise, healthy eating, dental health) ➤ Preventing spread of diseases ➤ Main parts of the body and differences between boys and girls; privacy 	<p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> ➤ Everyone has rights and how to respect them ➤ Money – where does it come from, spending and saving
<u>Languages</u> <i>(French)</i>	<ul style="list-style-type: none"> ➤ Introduction to French – talking about me and my family 		
<u>Music</u>	<ul style="list-style-type: none"> ➤ Exploring sounds, Exploring pitch ➤ Exploring beat, Exploring performance 		
<u>Physical Education</u>	<ul style="list-style-type: none"> ➤ Balls Skills leading to simple games ➤ Gymnastics 	<ul style="list-style-type: none"> ➤ Health and Fitness ➤ Skills development/Dance 	<ul style="list-style-type: none"> ➤ Skills for athletics ➤ Swimming ➤ Ball skills leading to simple games

Example curriculum links in Year 2

Great Fire of London <ul style="list-style-type: none">• History: learning about a significant event beyond living memory• English: diary entry/recount from a different point of view• Art: watercolour and print image of the fire• Performing arts: retelling the story from different points of view	Australia <ul style="list-style-type: none">• Geography: learning about a non-European country• Art: aboriginal art dot painting – linked to pointillism• English: writing a postcard to someone in Australia• PSHE: understanding cultural similarities and differences
Everyday materials <ul style="list-style-type: none">• Science: learning about the uses and properties of everyday materials• DT: design, make and evaluate a waterproof model house• English: writing investigations• Computing/Maths: data handling information about different materials	Buddhism <ul style="list-style-type: none">• RE: what is Buddhism and what does it mean to be a Buddhist?• Maths: Venn diagrams comparing different religions• Art: pastel and print mixed media Buddha image• PSHE/RE: comparing own beliefs with Buddhist beliefs• PSHE/Art: 'what is happiness' painting