

Subject	Autumn	Spring	Summer
English	<ul style="list-style-type: none"> ➤ Stories with familiar settings – following a given, more complex story structure and 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 ➤ Narrative – quest stories, developing story structure
Throughout Y2: Recounts (including news writing)			
Maths	<i>In a spiral curriculum over the year:</i> Number (number and place value, addition and subtraction, multiplication and division, fractions), measurement, geometry (properties of shapes, position and direction), statistics		
Religious Education	<ul style="list-style-type: none"> ➤ Why did Jesus teach the Lord's Prayer as the way to pray? ➤ Christmas: How does the symbol of light help us to understand the meaning of Where is the light of Christmas? 	<ul style="list-style-type: none"> ➤ <u>World faith:</u> Judaism: Why are they having a party? ➤ What is the story of Noah really all about? ➤ Easter: How do the symbols of Easter help us to understand the meaning of Easter for Christians? 	<ul style="list-style-type: none"> ➤ Why do Christians make and keep promises before God? ➤ <u>World faith:</u> Islam: How do the five pillars of Islam help a Muslim to show commitment to God – Allah?
Science	<i>Planned spaced retrieval activities and cross curricular links with other subjects to keep up knowledge of both science content and working scientifically skills</i>		<ul style="list-style-type: none"> ➤ Living things and their habitats ➤ Plants ➤ Animals, including humans ➤ Uses of everyday materials
Art and Design <small>examples of practical knowledge with theoretical knowledge links in brackets</small>	<ul style="list-style-type: none"> ➤ <i>Colour mixing and strips and blocks of colour: geometric watercolour and crayon (Paul Klee)</i> 	<ul style="list-style-type: none"> ➤ <i>Foam tile relief block printing and overprinting: Great Fire of London prints</i> ➤ <i>Applying paint with different techniques (Aboriginal dreamtime animal paintings and comparison to Yayoi Kusama)</i> 	<ul style="list-style-type: none"> ➤ <i>Observe and record from different viewpoints: pencil drawings of seeds</i> ➤ <i>Investigate positive and negative images in collage and printing using stencils (Henri Matisse)</i>
Computing Computer Science/ Coding	<ul style="list-style-type: none"> ➤ Rodocodo 	<ul style="list-style-type: none"> ➤ Purple Mash 	<ul style="list-style-type: none"> ➤ Scratch Junior
Digital Literacy <small>Information Technology (examples)</small>	<ul style="list-style-type: none"> ➤ privacy, personal information, stranger danger online, asking for support, safe saving and logging off, passwords 		
Design and Technology <small>(examples)</small>	<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>Crunchy salad</i> 	<ul style="list-style-type: none"> ➤ Mechanical systems: wheels and axles (<i>simple vehicles</i>)
Geography	<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) 		<i>Planned spaced retrieval activities of key learning, skills and concepts and cross curricular links with other subjects.</i>
History	<ul style="list-style-type: none"> ➤ Why do we remember what happened in the Great Fire of London? Event beyond living memory ➤ Why do we remember Florence Nightingale? Significant individual from the past Visit to Florence Nightingale Museum		
PSHE and Citizenship	<u>Relationships and diversity</u> <ul style="list-style-type: none"> ➤ Cooperating and negotiating ➤ Respecting difference and similarities ➤ Acceptable and unacceptable physical contact ➤ Anti-bullying and friendship work 	<u>Health and well-being</u> <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 	<u>Living in the wider world</u> <ul style="list-style-type: none"> ➤ Everyone has rights and how to respect them ➤ Money – where does it come from, spending and saving
Languages (French)	<ul style="list-style-type: none"> ➤ Non-statutory introduction to French – talking about me and my family - speaking and listening 		
Music	<ul style="list-style-type: none"> ➤ Music Appreciation: Focus mainly on active listening through appreciation of composers/artists such as: Ravel, The Beatles and Anna Clyne. ➤ Studio Session: Focus on all strands of music (e.g. Pulse, Composing, Singing, Performing), explore pieces of music such as: The Carnival of the Animals and Shostakovich's Jazz Suite. 		
Physical Education	<ul style="list-style-type: none"> ➤ Balls Skills leading to simple games ➤ Gymnastics 	<ul style="list-style-type: none"> ➤ Health and Fitness/Gymnastics ➤ Skills development/Dance 	<ul style="list-style-type: none"> ➤ Skills for athletics ➤ 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• 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• English: writing investigations• Computing/Maths: data handling information about different materials	