

Year 2 Autumn 1  
**Traditional Tales**  
 Science Focus

Subject Area	Objectives Covered
<b>Science AT1</b>	<p><b><u>Continuous</u></b></p> <ul style="list-style-type: none"> <li>▪ asking simple questions and recognising that they can be answered in different ways</li> <li>▪ observing closely, using simple equipment</li> <li>▪ performing simple tests</li> <li>▪ identifying and classifying</li> <li>▪ using their observations and ideas to suggest answers to questions</li> <li>▪ Gathering and recording data to help in answering questions.</li> </ul>
<b>Science</b> Investigations of suitability of materials for traditional tales characters.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>▪ Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>
<b>Art</b> Paper Mache character masks	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ Explore sculpture with a range of malleable media.</li> <li>▪ Manipulate malleable materials in a variety of ways.</li> </ul>
<b>Computing</b> E-safety Link to bad traditional Tale characters.	<ul style="list-style-type: none"> <li>▪ I can explain why I need to keep my password and personal information private.</li> <li>▪ I can describe the things that happen online that I must</li> </ul>

	<p>tell an adult about.</p> <ul style="list-style-type: none"> <li>▪ I can talk about why I should go online for a short amount of time.</li> <li>▪ I can talk about why it is important to be kind and polite online and in real life.</li> <li>▪ I know that not everyone is who they say they are on the Internet.</li> </ul>
<p><b>Core Learning Skills/ PSHE</b> Real PE</p>	<ul style="list-style-type: none"> <li>▪ Learning with others</li> <li>▪ Myself and my relationships</li> </ul> <p>My emotions- emotional well being</p>
<p><b>Music</b> Linked to Traditional Tales.</p>	<ul style="list-style-type: none"> <li>▪ Recognise and respond to the mood of a piece of music.</li> <li>▪ Exploring music that has long and short sounds and/or changes in tempo, timbre and dynamics in small groups</li> <li>▪ Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully etc)</li> <li>▪ Begin to use music terminology to describe how the mood is created.</li> </ul>
<p><b>RE</b> Using Peterborough Agreed Syllabus</p>	<ul style="list-style-type: none"> <li>▪ Places of Worship in Peterborough</li> <li>▪ The Church and the Mosque</li> </ul> <p>(Refer to scheme)</p>
<p><b>PE</b> Games Unit 1 Throwing and catching Inventing games</p>	<ul style="list-style-type: none"> <li>▪ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>

Real PE Scheme	<ul style="list-style-type: none"> <li>▪ participate in team games, developing simple tactics for attacking and defending</li> </ul>
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Year 2 Autumn 2  
**Globe Trotters**  
 Geography Focus

Subject Area	Objectives Covered
<p><b>Geography</b>            Barnaby Bear travelling the world.</p> <ul style="list-style-type: none"> <li>▪ UK</li> <li>▪ India</li> <li>▪ Antarctica</li> </ul> <p>Explore Barnaby Bear's visits with the children.</p>	<ul style="list-style-type: none"> <li>▪ name and locate the world's seven continents and five oceans</li> <li>▪ Use simple field work and observation skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> <li>▪ Identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</li> <li>▪ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>▪ 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</li> </ul>

	<p>in a contrasting non-European country</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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</li> </ul> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>▪ key human features including city, town, village, factory, farm house, office, port, harbour and shop.</li> <li>▪ Key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> </ul> <p><b><u>Continuous</u></b></p> <ul style="list-style-type: none"> <li>▪ Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness</li> </ul>
<p><b>Art</b>  <b>Batik and applique work (sewing skills)</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ Use large eyes needles, different thicknesses of thread and different sized running stitches to draw with.</li> <li>▪ Understand the safety and basic care of materials and tools.</li> <li>▪ Simple applique work attaching material shapes to fabric with running stitches.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Select particular techniques to create a chosen product and develop some care and control over materials and their use.</li> <li>▪ Start to explore other simple stitches such as backstitch and cross stitch.</li> <li>▪ Continue as Year 1 to experiment with tools and surfaces.</li> </ul>
<p><b>Computing</b> IT Programming</p>	<ul style="list-style-type: none"> <li>▪ I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions.</li> <li>▪ I can tell you the order I need to do things to make something happen and talk about this as an algorithm.</li> <li>▪ I can program a robot or software to do a particular task.</li> <li>▪ I can look at my friend's program and tell you what will happen.</li> <li>▪ I can use programming software to make objects move.</li> <li>▪ I can watch a program execute and spot where it goes wrong so that I can debug it.</li> </ul>
<p><b>Core Learning Skills/ PSHE</b></p>	<ul style="list-style-type: none"> <li>▪ Independence and responsibility</li> </ul>
<p><b>Music</b>  Music from around the world</p>	<ul style="list-style-type: none"> <li>▪ Perform a sequence of sounds using a graphic score.</li> <li>▪ Compose music that has long and short sounds and/or changes in tempo, timbre and dynamic in small groups.</li> <li>▪ Work and perform in small groups.</li> <li>▪ Recognise different qualities of sounds (timbre)</li> </ul>

	<ul style="list-style-type: none"> <li>Follow a leader (teacher) starting and stopping together.</li> <li>Perform a rhythm accompaniment to a song.</li> </ul>
<b>RE</b> <b>Using Peterborough Agreed Syllabus</b>	<ul style="list-style-type: none"> <li>Why is Christmas so important to Christians?</li> <li>(Refer to scheme)</li> </ul>
<b>PE</b> <b>Games Unit 2 Making up a game</b>  <b>Real PE Scheme</b>	<ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> </ul>

Year 2 Spring 1 and 2

## The Victorians

History, Art and DT Focus

Subject Area	Objectives Covered
<b>History</b>  <b>Inventions linked to DT project children to be inventors.</b>	<ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements. <b>(Queen Victoria, Florence Nightingale)</b></li> <li>Significant physical events, people and places in their own locality (Edith Cavell)</li> <li>Events beyond living memory that are significant nationally or globally. <b>(Prince Albert)</b></li> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>

	<p><b><u>Continuous</u></b></p> <ul style="list-style-type: none"> <li>▪ develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>▪ know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>▪ use a wide vocabulary of everyday historical terms.</li> <li>▪ ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>▪ understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>
<p><b>Art</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ Continue to draw a way of recording experiences and feelings.</li> </ul> <p><b>William Morris wallpaper printing</b></p> <ul style="list-style-type: none"> <li>▪ Develop skills of overlapping and overlaying to create effects.</li> <li>▪ Manipulate malleable materials for a purpose e.g pot/tile.</li> <li>▪ Change the surface of a malleable material e.g build a textures tile.</li> <li>▪ Give reasons for his/her preferences when looking at art/craft or design work.</li> </ul> <p><b>Starry night- Van Gogh</b></p> <ul style="list-style-type: none"> <li>▪ Make as many tones of one colour as possible using primary colours and white.</li> <li>▪ Darken colours without using black.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Know that different artistic works are made by people from different cultures and times.</li> </ul>
<p><b>DT</b></p> <p><b>Making a Victorian style toy</b></p>	<p><i>Design</i></p> <ul style="list-style-type: none"> <li>▪ design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><i>Make</i></p> <ul style="list-style-type: none"> <li>▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>▪ explore and use mechanisms for example levers, sliders wheels and axils in their products.</li> </ul> <p><i>Evaluate</i></p> <ul style="list-style-type: none"> <li>▪ explore and evaluate a range of existing products</li> <li>▪ evaluate their ideas and products against design criteria</li> </ul>
<p><b>Computing Technology in our lives</b></p> <p><b>Linked to history changes in living memory</b></p>	<ul style="list-style-type: none"> <li>▪ I can tell you why I use technology in the classroom.</li> <li>▪ I can tell you why I use technology in my home and community.</li> <li>▪ I am starting to understand that other people have created the information I use.</li> <li>▪ I can identify benefits of using technology including finding information, creating and communicating.</li> <li>▪ I can talk about the differences between the Internet</li> </ul>

	and things in the physical world.
<b>Core Learning Skills/ PSHE</b>	<ul style="list-style-type: none"> <li>Improving our own learning and performance</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>Perform a rhythm accompaniment to a song.</li> <li>Explore the rhythm patterns of words and phrases</li> <li>Compose short melodic phrases; ostinato patterns; rhythm patterns from words.</li> </ul>
<b>RE</b> <b>Using Peterborough Agreed Syllabus</b>	<ul style="list-style-type: none"> <li>Why do Christians say the Holy Spirit is so important? (Sp1)</li> <li>Who do Christians say Jesus was? A greater leader and teacher? (Sp2)</li> <li>Refer to scheme</li> </ul>
<b>PE</b> <b>Games Unit 3</b> <b>Dribbling, kicking and hitting</b>  <b>Games Unit 4 Group games and inventing rules</b>  <b>Real PE Scheme</b>	<ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> </ul>

Year 2 Summer 1  
**Food Glorious Food**  
 Science and DT Focus

Subject Area	Objectives Covered
<b>Science AT1</b>	<p><b><u>Continuous</u></b></p> <ul style="list-style-type: none"> <li>▪ asking simple questions and recognising that they can be answered in different ways</li> <li>▪ observing closely, using simple equipment</li> <li>▪ performing simple tests</li> <li>▪ identifying and classifying</li> <li>▪ using their observations and ideas to suggest answers to questions</li> <li>▪ Gathering and recording data to help in answering questions.</li> </ul>
<p><b>Science</b></p> <p>Growing right types of food in school garden</p>	<ul style="list-style-type: none"> <li>▪ Observe and describe how seeds and bulbs grow into mature plants.</li> <li>▪ Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> <li>▪ Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>
<p><b>Art</b></p> <p>Archimboldo face collage of children's individual fruit pictures.</p>	<p>Pupils should be taught to:</p> <p><b>Archimboldo-Fruit faces</b></p> <ul style="list-style-type: none"> <li>▪ Try out different activities and make sensible choices about what to do next.</li> <li>▪ Work out ideas through drawing, beginning to describe colours by objects. E.g raspberry pink and sunshine yellow.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Mix colours to match those of the natural world-colours that might have a less defined name.</li> <li>▪ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>▪ Sketch to make quick drawings of something.</li> <li>▪ Look at drawings and comment thoughtfully, beginning to discuss use of shadows use of light and dark.</li> <li>▪ Make colour wheels to show primary and secondary colours.</li> <li>▪ Use different collage materials to make a specific picture.</li> </ul>
<p><b>DT</b></p> <p><b>Cake making (food tech for parents Café)</b></p>	<p><i>Design</i></p> <ul style="list-style-type: none"> <li>▪ design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><i>Make</i></p> <ul style="list-style-type: none"> <li>▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><i>Evaluate</i></p> <ul style="list-style-type: none"> <li>▪ explore and evaluate a range of existing products</li> <li>▪ evaluate their ideas and products against design criteria</li> </ul>

<p><b>Computing Technology Data handling Multimedia</b></p> <p>Menu and data handling research for DT café project</p>	<ul style="list-style-type: none"> <li>▪ I can tell you what kind of information I could use to help me investigate a question.</li> <li>▪ I talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder.</li> <li>▪ I can make and save a chart or graph using the data I collect.</li> <li>▪ I can talk about the data that is shown in my chart or graph.</li>   <li>▪ I can use technology to organise and present my ideas in different ways.</li> <li>▪ I can use the keyboard on my device to add, delete and space text for others to read.</li> <li>▪ I can tell you about an online tool that will help me to share my ideas with other people.</li> <li>▪ I can save and open files on the device I use.</li> </ul>
<p><b>Core Learning Skills/ PSHE</b></p>	<ul style="list-style-type: none"> <li>▪ Thinking Skills</li> </ul>
<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>▪ Play with control maintaining a steady beat getting faster and slower/ louder and quieter.</li> <li>▪ Compose music that creates different moods; that has long or short sounds in changes in tempo/timbre and dynamics.</li> <li>▪ A piece of music that has a beginning middle and end (structure).</li> <li>▪ Learning the ocarina</li> </ul>
<p><b>RE</b> Using Peterborough Agreed Syllabus</p>	<ul style="list-style-type: none"> <li>▪ The family in Islam</li> <li>▪ Refer to scheme</li> </ul>

<p><b>PE</b>  <b>Athletics</b>    <b>Real PE Scheme</b></p>	<ul style="list-style-type: none"> <li>▪ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>▪ participate in team games, developing simple tactics for attacking and defending</li> </ul>
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Year 2 Summer 2  
**Castaway**  
Science and Geography Focus

Subject Area	Objectives Covered
<p><b>Science AT1</b></p>	<p><u><b>Continuous</b></u></p> <ul style="list-style-type: none"> <li>▪ asking simple questions and recognising that they can be answered in different ways</li> <li>▪ observing closely, using simple equipment</li> <li>▪ performing simple tests</li> <li>▪ identifying and classifying</li> <li>▪ using their observations and ideas to suggest answers to questions</li> <li>▪ Gathering and recording data to help in answering questions.</li> </ul>
<p><b>Science</b>    <b>Our survival on the island and island life</b></p>	<ul style="list-style-type: none"> <li>▪ explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>▪ identify that most living things live in habitats to which they are suited and describe how different habitats</li> </ul>

	<p>provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <ul style="list-style-type: none"> <li>▪ identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>▪ 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.</li> <li>▪ notice that animals, including humans, have offspring which grow into adults</li> <li>▪ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul>
<p><b>Geography</b></p> <p>Creating a map of our island</p>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Devise a simple map; and use and construct basic symbols in a key.</li> </ul>
<p><b>DT</b></p> <p>Shelter building</p>	<ul style="list-style-type: none"> <li>▪ Build structures exploring how they can be made stronger, stiffer and more stable (forest school)</li> <li>▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul>
<p><b>Computing Programming</b></p>	<ul style="list-style-type: none"> <li>▪ I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions.</li> <li>▪ I can tell you the order I need to do things to make something happen and talk about this as an algorithm.</li> <li>▪ I can program a robot or software to do a particular task.</li> <li>▪ I can look at my friend's program and tell you what will happen.</li> <li>▪ I can use programming software to make objects move.</li> </ul>

	<ul style="list-style-type: none"> <li>I can watch a program execute and spot where it goes wrong so that I can debug it.</li> </ul>
<b>Core Learning Skills/ PSHE</b>	<ul style="list-style-type: none"> <li>Speaking and Listening</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>Creating and responding to body percussion</li> <li>Develop the use of vocal sounds to express feelings</li> <li>Understanding how mood can be expressed using the voice.</li> <li>Performing and sequence of sounds using a graphic score exploring pitch.</li> <li>Understanding the structure of call and response songs.</li> </ul>
<b>RE</b> Using Peterborough Agreed Syllabus	<ul style="list-style-type: none"> <li>Stories in Islam - What do Muslims learn from the Quran?</li> <li>Refer to scheme</li> </ul>
<b>PE</b> Athletics  Real PE Scheme	<ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> </ul>