

<b>Year group: 2</b>	Autumn 1 <b>Topic:</b> <b>Rotation A</b> - Once Upon a Time – Fables <b>Rotation B</b> - Once Upon a Time – Traditional Tales	Autumn 2 <b>Topic:</b> <b>Rotation A</b> - Inspiration Inventors <b>Rotation B</b> – Let’s Celebrate
	Class books: <b>Rotation A</b> – Aesop’s fables <b>Rotation B</b> – Traditional tales and alternative tales	Class books: <b>Rotation A</b> – Mrs Armitage on wheels <b>Rotation B</b> – Rama and Sita. Chocolate Cake.
History		<b>Rotation A</b> – Learn about 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]  <b>Rotation B</b> – learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Geography		
Science	Materials - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	
D&T	build structures, exploring how they can be made stronger, stiffer and more stable  evaluate their ideas and products against design criteria  select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. – (levers rotation A)  explore and evaluate a range of existing products  generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
Art	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	to use a range of materials creatively to design and make products
Computing	Online safety (2wks) Creating pictures (5 wks)  use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Making music (3wks) Effective searching (3wks)  are responsible, competent, confident and creative users of information and communication technology.

	recognise common uses of information technology beyond school	
P.E.	<p><b>Outside - Multi-skills, agility, balance, coordination games</b></p> <p><b>Inside – Gymnastics</b></p> <p>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. Perform dances using simple movement patterns.</p>	<p><b>Outside – tagging games</b></p> <p><b>Inside – circuit training</b></p> <p>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</p>
R.E.	<p><b>Rotation A</b> – Who is a Christian and what do they believe? (Christianity -<b>believing</b>)</p> <p><b>Rotation B</b> - How should we care for others in the world and why does it matter? (Christianity -<b>living</b>)</p>	<p><b>Rotation A</b> – Christianity - How and why do we celebrate special and sacred times? (Christianity -<b>expressing</b>)</p> <p><b>Rotation B</b> - Christianity - How and why do we celebrate special and sacred times (Christianity -<b>expressing</b>)</p>
Music	<p><b>Charanga - Hands, Feet, Heart</b></p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p><b>School Play preparation</b></p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>
P.S.H.E. (Jigsaw)	<b>Being me in my world</b>	<b>Celebrating differences</b>
English genres	<p>Stories with repetitive language</p> <p>Character/Setting descriptions</p> <p>Letters</p> <p>Instructions/ commands</p> <p>Persuasive</p>	<p>Explanations</p> <p>Stories from other cultures</p> <p>Poetry – on a theme</p> <p>Information texts</p>

<b>Year group: 2</b>	Spring 1 <b>Topic:</b> <b>Rotation A</b> - The Great Fire of London <b>Rotation B</b> – Historical Superheroes	Spring 2 <b>Topic:</b> <b>Rotation A</b> - The Great Fire of London – continued <b>Rotation B</b> – Dungeons and Dragons
	Class books: <b>Rotation A</b> – Toby and the Great Fire of London <b>Rotation B</b> – One Giant Leap. Beegu.	Class books: <b>Rotation A</b> – Katie goes to London <b>Rotation B</b> – The egg. King Arthur.
History	<b>Rotation A</b> - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]  <b>Rotation B</b> - learn about significant historical events, people and places in their own locality  <b>Rotation B</b> - Learn about 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	learn about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]  Learn about 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
Geography		
Science		describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (through Jigsaw)
D&T	explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. – <b>(wheels rotation B)</b> design purposeful, functional, appealing products for themselves and other users based on design criteria explore and evaluate a range of existing products generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	
Art	<b>Rotation B</b> - to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	to use drawing, painting and <b>sculpture</b> to develop and share their ideas, experiences and imagination  <b>Rotation A</b> - to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Computing	<b>Presenting ideas (4wks)</b>  use technology purposefully to create, organise, store, manipulate and retrieve digital content	<b>Spreadsheets (4ws)</b>  use technology purposefully to create, organise, store, manipulate and retrieve digital content
P.E.	<b>Outside – Hockey</b> <b>Inside – Boccia</b> participate in team games, developing simple tactics for attacking and defending	<b>Outside – Tennis</b> <b>Inside - Dodgeball</b> participate in team games, developing simple tactics for attacking and defending

R.E.	<p><b>Rotation A</b> – How should we care for others in the world and why does it matter? (Christianity – living)</p> <p><b>Rotation B</b> - Who is Jewish and what do they believe? (Judaism – believing)</p>	<p><b>Rotation A</b> – How and why do we celebrate special and sacred times? (Christianity - <b>expressing</b>)</p> <p><b>Rotation B</b> - How and why do we celebrate special and sacred times? (Christianity - <b>expressing</b>)</p>
Music	<p><b>Charanga - I wana Play in a Band</b> play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p><b>Charanga - Zootime</b> experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
P.S.H.E. (Jigsaw)	<b>Dreams and Goals</b>	<b>Healthy me</b>
English genres	Diaries/recounts Factual writing	Non-chronological report Story writing

Year group: 2	Summer 1 <b>Topic:</b> <b>Rotation A</b> - Wish you were here...in the desert <b>Rotation B</b> – Wish you were here...in the ocean	Summer 2 <b>Topic:</b> <b>Rotation A</b> - A pirate life for me <b>Rotation B</b> – Down on the Farm
	Class books: <b>Rotation A</b> – Meercat Mail <b>Rotation B</b> – Dougle’s Deep Sea Diary.	Class books: <b>Rotation A</b> – Seaside poetry. Flotsam. <b>Rotation B</b> – George’s Marvellous Medicine and Fantastic Mr Fox
History		
Geography	name and locate the world’s seven continents and five oceans  use world maps, atlases and globes to identify continents and oceans.	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 in a contrasting non-European country  use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather understand key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Science	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.  identify and name a variety of plants and animals in their habitats, including microhabitats  identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other  Explore and compare the differences between things that are living, dead, and things that have never been alive.	notice that animals, including humans, have offspring which grow into adults  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. explore and compare the differences between things that are living, dead, and things that have never been alive describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
D&T		Understand where food comes from.  Use the basic principles of a healthy and varied diet to prepare dishes

Art	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	
Computing	<p><b>Questioning (5wks)</b></p> <p>use logical reasoning to predict the behaviour of simple programs</p>	<p><b>Coding (5wks)</b></p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p>
P.E.	<p><b>Outside –Tri Golf</b></p> <p><b>Inside – Rounders</b></p> <p>participate in team games, developing simple tactics for attacking and defending</p>	<p><b>Outside – Athletics</b></p> <p><b>Inside – Summer games</b></p> <p>participate in team games, developing simple tactics for attacking and defending</p>
R.E.	<p><b>Rotation A</b> –What makes some places sacred? (Christianity, Islam and Judaism – expressing)</p> <p><b>Rotation B</b> - What can we learn from sacred books? (Christianity, Islam and Judaism – believing)</p>	<p><b>Rotation A</b> – What does it mean to belong to a faith community? (Christianity, Islam and Judaism – living)</p> <p><b>Rotation B</b> - Who is a Muslim and what do they believe? (Islam – believing)</p>
Music	<p><b>Charanga - Friendship</b></p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p><b>Charanga - Reflect, Rewind and Apply</b></p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>
P.S.H.E. (Jigsaw)	<b>Relationships</b>	<b>Changing me</b>
English genres	Poetry – features of poetry Descriptions Non fiction	Chronological report Instructions Performance poetry