



Year 2 2017/2018

Term	Book	Themes	Key Skills	Text Types	Curriculum areas covered
Autumn 1	Dear Teacher	<ul style="list-style-type: none"> • Education and Learning • Honesty • Choices 	<p>Enquiry</p> <ul style="list-style-type: none"> • Be curious • Question • Communicate and listen <p>Problem solving</p> <ul style="list-style-type: none"> • Make links • Plan • Reason – find hidden messages. <p>Creativity</p> <ul style="list-style-type: none"> • Use imagination. • Enthusiasm. • Be lateral thinkers. 	<ul style="list-style-type: none"> • Letters • Persuasion • Reports 	<p>Geography: Understand geographical similarities and differences by studying human/physical geography of a small area of the UK/contrasting non-EU country. Name and locate the world’s continents and oceans. Use world maps, atlases and globes to identify the UK and its countries, continents and oceans. 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.</p> <p>Art: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use drawing and painting to develop and share their ideas and experiences.</p> <p>Enrichment: Visit to train museum – York/Middleton/Kirklees</p>

<p>Autumn 2</p>	<p>The Owl who was Afraid of the Dark</p>	<ul style="list-style-type: none"> • Facing your Fears/Being Brave • Encouragement • Growth Mindset 	<p>Manage feelings</p> <ul style="list-style-type: none"> • Be excited by new challenges <p>Evaluation</p> <ul style="list-style-type: none"> • Reflect <p>Empathy Empathise – comfort others in trouble.</p>	<ul style="list-style-type: none"> • Description • Diary 	<p>Science: 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 how they depend on each other. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Notice that animals, including humans, have offspring which grow into adults</p> <p>Art: To use drawing and painting to develop and share their ideas and experiences.</p> <p>Music: Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Enrichment: Bonfire in Forest School area Tanzania Links: Explore how children/families celebrate Christmas in Tanzania.</p>
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<p>Spring 1</p>	<p>Rosie Revere Engineer</p>	<ul style="list-style-type: none"> • Perseverance • Creativity • Problem Solving 	<p>Problem solving</p> <ul style="list-style-type: none"> • Plan • Reason <p>Creativity</p> <ul style="list-style-type: none"> • Enthusiasm • Imagination • Be lateral thinkers – suggest ways to help people have problems <p>Manage feelings</p> <ul style="list-style-type: none"> • Be excited by new challenges 	<ul style="list-style-type: none"> • Instructions • Explanation 	<p>Science: Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>ICT: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</p> <p>History: Events beyond living memory that are significant nationally or globally. Explore lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Art: 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.</p> <p>DT: Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their idea through talking, drawing, templates, mock-ups, and, where appropriate, information and communication technology. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be stronger, stiffer and more stable. Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.</p> <p>Enrichment: Opportunities to invent and create different products, e.g. snake repellent hats.</p> <p>Tanzania Links: Explore how people travel in Tanzania – access to airplanes etc.</p>
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<p>Spring 2</p>	<p>The Promise</p>	<ul style="list-style-type: none"> • Nature verses Nurture • Promises • Humility 	<p>Self-Awareness</p> <ul style="list-style-type: none"> • Realise that actions affect others. <p>Empathy</p> <ul style="list-style-type: none"> • Describe feelings <p>Motivation</p> <ul style="list-style-type: none"> • Persevere – learn something new • Experience difficulty • Manage distractions 	<ul style="list-style-type: none"> • Description • Recount • Narrative 	<p>Science: Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify and name a variety of plants in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from plants, using the idea of a simple food chain.</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Geography: Use basic geographical vocabulary to refer to key human features (city, town, village, factory, farm, house, office, port, harbour, shop) and key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather)</p> <p>Art: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>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.</p> <p>Enrichment: Visit to Coxley Woods, comparison visit to city, e.g. Wakefield.</p> <p>Tanzania Links: Explore the different environments in Tanzania – inner city, country etc.</p>
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<p>Summer 1</p>	<p>The Great Fire: A City in Flames</p>	<ul style="list-style-type: none"> • Tragedy • Friendship • Loss 	<p>Enquiry</p> <ul style="list-style-type: none"> • Be curious • Question • Communicate and listen <p>Self-Awareness</p> <ul style="list-style-type: none"> • Realise that actions affect others. <p>Empathy</p> <ul style="list-style-type: none"> • Describe feelings 	<ul style="list-style-type: none"> • Newspaper • Description • Recount • Diary 	<p>ICT: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>History: Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality.</p> <p>Art: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>DT: Generate, develop, model and communicate their idea through talking, drawing, templates, mock-ups, and, where appropriate, information and communication technology. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteria.</p> <p>Music: Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Enrichment: Build and burn our own 'village'.</p>
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<p>Summer 2</p>	<p>Zoo/The Storm Whale</p>	<ul style="list-style-type: none"> • Animal Rights • Relationships and Family • Behaviour 	<p>Evaluation</p> <ul style="list-style-type: none"> • Reflect • Distil <p>Social skills</p> <ul style="list-style-type: none"> • Collaborate – share ideas and listen to partner <p>Apply knowledge</p> <ul style="list-style-type: none"> • Know what is right and wrong. 	<ul style="list-style-type: none"> • Narrative • Poetry (Spine Poems) • Diary 	<p>Science: Explore and compare the differences between things that are living, dead, and things that have never been alive. 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. Identify and name a variety of animals in their habitats, including microhabitats. 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. Identify and name a variety of common animals (fish, amphibians, reptiles, birds and mammals). Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals) Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Art: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Enrichment: Visit to the zoo or visit to the coast. Tanzania Links: Explore animals in Tanzania – animals in captivity compared to animals in the wild.</p>
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