

Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Special Events	Black History Month (October) National Poetry Day Anti-Bullying week introduced	End: George Tomlinson Anniversary Anti-Bullying week	Beg: George Tomlinson Anniversary (January 2015)	World Book Day International Week? Science Week	SATs	Summer Performance
Maths	Number and place value, Problem solving, reasoning and algebra, Mental addition and subtraction,	Mental multiplication and division, Geometry: properties of shapes, Statistics	Mental addition and subtraction, Number and place value, Problem solving	Mental multiplication and division, Fractions, ratio and proportion, Measurement	Number and place value, Mental addition and subtraction, Problem solving, reasoning and algebra	Measurement, Mental multiplication and division
English	SPaG (1 week) Narrative -Jack and the Beanstalk (3 weeks) Instruction Writing. (2 weeks) Black History	Non-Chronological Reports Meerkat Mail (2 weeks) Letter Writing (1 week) Narrative-	SPaG (1 week) Extended stories - Roald Dahl (Fantastic Mr Fox) (3 weeks) Poetry-	The Owl who was afraid of the Dark - character description (problem) (3 weeks) Assessment week (1 week)	SPaG (1 week) SATS (1 week) Stories from around the world The Papaya that spoke/ bengali version	Letter Writing (1 week) Non-Chronological Reports- Dinosaurs (2 weeks) Narrative - extended stories (Planning, writing

	Month/ Poetry (1 week)	Cat, Bramble and Heron (3 weeks)	Shape (1 week)	Information Text-Fire of London (2 weeks) Recount- Fire of London (1 week)	available (journey) (3 weeks)	etc). BFG (2 weeks) Magic Finger (2 weeks)
Science	Uses of everyday materials	Living things and their habitats (seasonal comparison)	Animals including humans	Working scientifically Living things and their habitats	Plants (3 weeks) Earth and Space (3 weeks)	Plants (3 weeks) Living things and their habitats (seasonal comparison)
Creative Curriculum	Significant person (Mary Seacole/Florence Nightingale) (His)	Water (geo) Thames and a comparison to another water source.	Nocturnal Animals	Fire of London.	Transport	Dinosaurs
MFL	Classroom Instructions Greetings Animals (verbal)		Colours Saying names and ages Numbers 1 - 15 (verbal)		Simple opinions Days of the week (verbal)	
Computing	E-Safety SEE BELOW	SEE BELOW	SEE BELOW	SEE BELOW	SEE BELOW	SEE BELOW
PHSE	New Beginnings	Good To be me	Getting on and Falling	Going for goals	Relationships	Changes

	Rules, relationships rights and responsibilities. Anti-bullying and E-safety.	Community - e.g. fire brigade police	out Medicines and Hygiene Growing up Linked with science curriculum.		Child protections - stranger danger.	
RE	Islam	Hinduism	Christianity	Islam	Christianity	Hinduism.
Music	Singing/ instruments	recorders	recorders	recorders	recorders	recorders
Art/DT	Water proof boats - (Water)	Manipulate clay to create a tudor house. Design, make and evaluate. Display GFoL scene.	Making habitats.	Making habitats. Sketching and drawing of animals / Pencil techniques / shading.	Create and design a healthy breakfast. (Make, test and evaluate)	Ndebele
Visits/Visitors	Museum of London - Mary Seacole		Local place of worship.	Local place of worship. Museum of London- Fire of London	Birds of Prey (?)	Dinosaurs???

YEAR 2

Key: **Yellow** indicates coding element and therefore needs to be undertaken. **Green** has an e-safety element and need to be undertaken

Programming units Year 2 to 5/6: **Scratch**: preferred option once embedded, other resources such as Espresso Coding, J2Code and Hour of Code (Tynker) to support

Switched on Computing	Title/Focus	Switched on Computing suggestion in scheme	Resources we have to use:	Objectives (DfE skills)
2.1	Astronauts -on screen programming	Scratch/Kodu/Scratch Jnr	Scratch (Espresso Coding); iBoard LGfL; JiT Turtle;	<ul style="list-style-type: none"> 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
2.2	Games Testers - explain computers	Scratch, Screencast-O-Matic	Scratch	
2.3 *	Photographers - taking editing pics	Picasa Web/Pixlr.com	PhotoSimple (2Simple) Picasa LunaPic	
2.4 *	Researchers - topic	FreeMind, bit.ly, web browser, PowerPoint	2Connect (2Simple) PowerPoint	<ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information
2.5 *	Detectives - communicating clues	Email system, Excel	Excel (and the resources provided by SoC)	<ul style="list-style-type: none"> use technology safely and respectfully, keeping personal information private

2.6	Zoologists - bug hunt data	Excel/IWB software, Picasa Web/Photo Gallery, Google Maps/Google Earth	2Investigate, Excel, LGfL iBoard activities	<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school
<i>Switched on ICT Unit 2.1</i>	<i>Detectives, communicating clues - see new Unit 2.5</i>			<ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private
<i>Switched on ICT Unit 2.2</i>	<i>Painters- illustrating eBooks - see new Unit 1.3</i>			<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school
<i>Switched on ICT Unit 2.3</i>	<i>Journalists - Publishing an newsletter</i>	<i>Word/Publisher/Learn ing Platform</i>	<i>2 Publish, 2 Publish+, Word, LGfL JiT/J2E</i>	<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully
<i>Switched on ICT Unit 2.4</i>	<i>Time travellers - Animating history -</i>	<i>Monkeyjam / 2Animate / Movie Maker</i>	<i>2Animate 2Create LGfL J2E tools</i>	<ul style="list-style-type: none"> • understand what algorithms are • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school
<i>Switched on ICT Unit 2.5</i>	<i>Astronauts programming on screen see new Unit 2.1</i>			<ul style="list-style-type: none"> • 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
<i>Switched on ICT Unit 2.6</i>	<i>Zoologists - bug hunt data - see new Unit 2.6</i>			<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school

