



Year Group	Term (Autumn/Spring/Summer)	Theme	Subject	Learning Objective	Key Skills	Key Vocab
Year 2	Summer	Who Wants to be Famous?	History	<p>To know the people that are linked to major events in our past, such as Samuel Pepys (Great Fire of London) and Neil Armstrong (Moon Landings) both from Yr 1.</p> <p>To understand the lives of significant individuals in the past who have contributed to national and international achievements - example is Mary Seacole and Florence Nightingale who both did a similar job but did not received the same notariety, and why this was.</p> <p>To know we get information from people and books and but because it was so long ago it may not be completely accurate as we don't have firsthand accounts or sometimes not even photos.</p>	<p>To be able to sequence artefacts closer together in time, and check using technology.</p> <p>To be able to sequence photos from different periods of their life.</p> <p>To be able to describe memories of key events in their lives.</p> <p>To be able to recognise why events happened and what happened as a result, accounts or stories.</p> <p>To be able to identify differences between ways of life at different times.</p> <p>To be able to compare two versions of a past event.</p> <p>To be able to compare pictures or photos of people or events in the past.</p> <p>To be able to discuss reliability of photos.</p> <p>To be able to use a source and answer questions from the past on the basis of simple observations.</p>	<p>Memory, life, year, baby, adult, life span, anachronism, chronological order, era/period, The Tudors, The Stuarts, The Gunpowder Plot, plotters, Parliament, secret, King James, Guy Fawkes, Catholic, Protestant, traitor, treason, The Great Fire of London, Samuel Pepys diary, danger ,Christopher Wren St Paul's Cathedral, explorers, Colombus, Armstrong, travel, encounter, impact, significant, brave, pioneer, Atlantic Ocean, America, space rocket, moon landing, The Mexico Lifeboat Disaster, storm, rescue, danger, survive, memorial, investigate, research, evidence, historians, experts, letters, newspapers, websites, detective, opinion, artefact</p>
Year 2	Summer	Who Wants to be Famous?	Geography	<p>To know Port: A town or city with access to water, where boats can load and unload.</p> <p>To know Shop: Where you can buy and sell different items.</p> <p>To know Harbour: A place by the coast where ships may moor to protect them from stormy weather.</p> <p>To know Office: A room or building where people work.</p> <p>To know School: A place where you learn.</p> <p>To know Symbol: A picture to show geographical features, such as a school, port, shop or roads.</p>	<p>To be able to add simple symbols onto an imaginary map, including shop, school, harbour, office, and port.</p>	<p>Symbol, map, shop, school, harbour, office, port, weather, ship, moor, coast, load, unload.</p>
Year 2	Summer	Who Wants to be Famous?	RE	<p>To understand what makes a Muslim special (Yr 1 taught they knew what was important to them).</p> <p>To understand the importance of Islamic stories such as The Prophet and the Ants (EYFS The Crying Camel).</p> <p>To understand why the world is special and what makes the Potterspurpy area special</p> <p>To understand what the special texts are for each religion and how they are read and cared for (Yr 1 Bible and EYFS Tora).</p> <p>Themes Places of Worship Kindness Stories</p>	<p>To be able to use religious keywords to describe similarities and differences between the main beliefs of the six major world religions.</p> <p>To be able to use religious keywords and facts to describe the important events in the lives of religious founders.</p> <p>To be able to use religious keywords describe what the important symbols of each religion are.</p> <p>To be able to use religious keywords to describe a religious place of worship and a Sacred Scripture.</p> <p>To be able to describe what religious people do to show that they are committed to God.</p> <p>To be able to retell a religious story suggesting its meaning/moral.</p> <p>To be able to explain why different communities do different things.</p> <p>To be able to describe some reasons why people belong to a particular religion.</p> <p>To be able to describe the different ways that religious people celebrate and practise their way of life and express their belief in God.</p> <p>To be able to compare one aspect of your own experiences in life so far with those of others.</p> <p>To be able to describe what your influences in life are and compare and contrast these with the influences that other people have in their lives.</p> <p>To be able to understand that religious symbols, words and actions express a community way of living.</p> <p>To be able to identify similarities between religions.</p> <p>To be able to ask questions about puzzling aspects of life.</p> <p>To be able to compare your answers with the answers that a religious person would give.</p> <p>To be able to ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</p> <p>To be able to identify truths and beliefs.</p> <p>To be able to express their own opinion and understand others may belief differently.</p>	<p>Allah, Islam, Mosque, Muslim, Prophet, Quran.</p> <p>Celebrant, Happy Human, Humanism, Humanist, Science, The Golden Rule,</p>

Year 2	Summer	Who Wants to be Famous?	Art	<p>To know the process of printing and which materials to use (creating an impression to be able to make multiples of an artwork).</p> <p>To know cubism is an art movement.</p> <p>To know Pablo Picasso was an artist who was part of the cubism art movement.</p> <p>To know other artists who are part of the cubism movement.</p> <p>To know artwork can come in the form of photographs.</p>	<p>To be able to name the materials used for printing (polystyrene board, roller, printing ink).</p> <p>To be able to create an impression in a polystyrene block to be able to print a pattern/artwork multiples of times.</p> <p>To be able to overlap colours to create contrast.</p> <p>To be able to create artwork in Cubism style using geometric shapes.</p> <p>To be able to recognise pieces of cubism artwork by the artist Pablo Picasso.</p> <p>To be able to notice and comment on shapes and pattern in other works of art (Jean Metzinger, Juam Gris).</p> <p>To be able to create repeating patterns of symmetry and regular and irregular shapes (linking to maths).</p> <p>To be able to use ipads to take photographs of the environment.</p> <p>To be able to appreciate digital artwork and comment David Bailey and Annie Leibovitz - both take photos of celebrity portraits).</p> <p>To be able to create own portrait digital art using ipads - think about lighting, backgrounds etc to create different effects.</p>	<p>Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</p> <p>3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, primary colour, secondary colour, charcoal, straight line, wavy line, thick line, thin line, colour spectrum, predict, single mounting, watercolour, end piece, impressed line, overlaying, random pattern, repeated pattern, overlays, sculptural form, shaping, smooth, tactile, visual, embellish, interpret</p>
Year 2	Summer	Who Wants to be Famous?	Computing	<p>To know how to predict the behaviour of simple programs.</p> <p>To know how to problem solve.</p> <p>To know how to form clear and precise algorithms and instructions.</p> <p>To know how to use a keyboard and type independently.</p> <p>To know how to use technology safely and respectfully.</p>	<p>To be able to predict whether a program/code will be successful or unsuccessful when using Scratch Jr.</p> <p>To be able to debug (problem solve) when working on coding on Scratch Jr.</p> <p>To become more confident when creating algorithms on Scratch Jr., ensuring they are clear and precise and meet the end goal.</p> <p>To be able to use a keyboard and a mouse confidently and independently.</p> <p>To be able to use technology safely and respectfully at all times</p>	<p>Program, programming, debug, problem solve, evaluate, algorithm, create, manipulate, retrieve, goal, safety, keyboard, type, communicate, search, browse, design, internet, website, online, privacy/private, password.</p>
Year 2	Summer	Who Wants to be Famous?	DT and Cooking and Nutrition	<p>To know how to design a purposeful, functional and appealing product based on design criteria.</p> <p>To know which materials and components to select according to the design criteria, including; construction materials, textiles and food.</p> <p>To know how to make a product better by evaluating existing products.</p>	<p>To be able to combine materials.</p> <p>To be able to use appropriate components to join materials - gluing or sewing.</p> <p>To be able to explore existing products and compare them to their own.</p>	<p>Textiles, sew, needle, thread, join</p>
Year 2	Summer	Who Wants to be Famous?	Music	<p>To know how to make an uptempo beat that could be used for a catwalk.</p> <p>To know about different types of popular music and singers who have shaped this genre.</p> <p>To know how to play the ocarina (summer term).</p>	<p>To be able to use instruments to create an uptempo beat, deciding which works well and why.</p> <p>To be able to identify the features of popular music and why it is successful.</p> <p>To be able to appreciate some famous singers of pop music, such as Michael Jackson, Elton John, Lady GaGa, Tina Turner, Taylor Swift etc.</p> <p>To be able to learn the basic skills of the ocarina with a final performance.</p>	<p>Pulse, tempo, uptempo, beat, long, sustained, rhythm, structure: beginning/middle/end, rehearse, perform, sounds: singing, whispering, hitting, shaking, plucking and strumming, genre, musician.</p>
Year 2	Summer	Who Wants to be Famous?	Science	<p>To know the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>To know how the shapes of solid objects (plastic bottle, pipe cleaner, sock, drinking straw, playdough, towel, sponge, and elastic band) made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>To be able to compare the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school) and recording their observations.</p> <p>To be able to perform a test and record observations using these objects. Can you squash it? Bend it? Twist it? Stretch it?</p>	<p>Material, sold, squash, bend, twist, stretch</p>

Year 2	Summer 1	Games	PE	<p>To know how to work as a team to achieve a common goal within a game.</p> <p>To know how to move around a space with a specific reason or intent.</p> <p>To know how to differentiate between an attack and defender.</p> <p>To know what good performance could look like.</p>	<p>Games:</p> <p>Follow rules within a game to a good degree.</p> <p>To show clear sending and receiving skills with different objects.</p> <p>To be able to move with purpose and reason around a playing space.</p> <p>To be able to play a part as an attacker and defender.</p> <p>To watch and describe performance.</p> <p>Multisports:</p> <p>To be able to bounce a basketball and stop it when it is passed.</p> <p>To be able to kick a football and stop it when it is passed.</p> <p>To be able to throw a dodgeball with accuracy and with different power.</p>	Offensive, Defensive, Teamwork, Performance.
Year 2	Summer 1	Multisports	PE	<p>To know how to correctly hold a basketball.</p> <p>To know how to use the inside of a foot to kick a ball and the bottom of a foot to stop a ball.</p> <p>To know where to aim on a body with a dodge ball to have the most success.</p>	<p>Games:</p> <p>Follow rules within a game to a good degree.</p> <p>To show clear sending and receiving skills with different objects.</p> <p>To be able to move with purpose and reason around a playing space.</p> <p>To be able to play a part as an attacker and defender.</p> <p>To watch and describe performance.</p> <p>Multisports:</p> <p>To be able to bounce a basketball and stop it when it is passed.</p> <p>To be able to kick a football and stop it when it is passed.</p> <p>To be able to throw a dodgeball with accuracy and with different power.</p>	Pass, Long distance pass, Short distance pass, Control, Accurate, Power
Year 2	Summer 2	Athletics	PE	<p>To know when to change pace in a run based on the distance.</p> <p>To know how to safely land different jumps.</p> <p>To know which jump is best for a specific distance.</p> <p>To know which throw to use based on the athletic equipment used.</p> <p>To know what happens when the height is changed when an object is thrown.</p>	<p>Running:</p> <p>To be able to travel at different speeds.</p> <p>To be able to run at different paces, describing the different paces.</p> <p>To be able to use a variety of different stride lengths.</p> <p>To be able to complete an obstacle course.</p> <p>To vary the speed and direction in which they are travelling.</p> <p>To be able to run with basic techniques following a curved line.</p> <p>To be able to begin to select the most suitable pace and speed for distance.</p> <p>Jumping:</p> <p>To perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>To combine different jumps together with some fluency and control.</p> <p>To jump for distance from a standing position with accuracy and control.</p> <p>To investigate the best jumps to cover different distances.</p> <p>To choose the most appropriate jumps to cover different distances.</p> <p>Throwing</p> <p>To throw different types of equipment in different ways, for accuracy and distance.</p> <p>To throw with accuracy at targets of different heights.</p> <p>To investigate ways to alter their throwing technique to achieve greater distance.</p>	Disciples, Varying, Javelin, Pace, Distance

Year 2	Summer 2	Racket and Ball Skills	PE	<p>To know which racket to hit for which sport.</p> <p>To know which direction to aim a racket to change the direction of the shot.</p> <p>To know the ready position for tennis.</p>	<p>To know and be able to show the ready position.</p> <p>To be able to hit a tennis ball successfully towards a target with a tennis racket.</p> <p>To be able to hit a tennis ball successfully towards a target with a cricket bat.</p> <p>To begin to be able to rally on the floor between two with some level of consistency.</p> <p>To correctly hit a range of balls and bat/rackets at different ranges with accuracy.</p> <p>To move towards a ball and attempt to strike the ball with a racket.</p>	Cricket bat, Tennis racket, Ready position, Swing
Year 2	Summer	Who wants to be Famous?	Notes	<p>In Edison Class we follow the National Curriculum for Numeracy and Literacy. Our creative curriculum allows us to link, through projects all the other curriculum areas of: Science, History, Geography, DT, Art, Music, Cooking and Nutrition and Computing.</p> <p>Our Spring Term project is called Who wants to be Famous? We will be looking at famous people from history such as Florence Nightingale, Thomas Edison, Albert Einstein, Rosa Parks, Martin Luther King Jr and Tim Berners-Lee.</p> <p>During English we will be looking at writing biographies of some of the people we study, as well as writing stories based on the children's book - 'The Bear and the Piano' about a bear that discovers his talent for music and becomes a famous pianist.</p> <p>For History, we will look at significant events related to the famous people we look at, for example; Thomas Edison and the invention of the light bulb and Tim Berners-Lee and inventing what we now know as the internet. We will also use these events to compare what life was like in various parts of history.</p> <p>In Music we will be looking at how to program a beat, listening to popular music and dissecting it - what is it that makes it so popular? We will also be learning a musical instrument ourselves; The Ocarina!</p> <p>During our Art lessons we will look at colour and begin to describe colour in more detail, for example 'raspberry pink'. We will also look at recreating some famous pieces of art from artists such as: Wassily Kandinsky, Piet Mondrian, Jackson Pollock, Gustav Klimt, Van Gogh.</p> <p>RE - Islam - What makes a Muslim special? To understand the importance of Islamic stories. We will then look at our BIG questions; To understand why the world is special and what makes the Potterspurty area special. The understand what the special texts are for each religion and how they are read and cared for.</p> <p>1st - Islam 23rd May 2nd - Big Questions 3rd July</p> <p>Our Computing lessons will focus on algorithms, problems solving with these and predicting the behaviour of simple programs. We will also be looking at filming.</p> <p>In DT we will be doing some junk modelling - linked to music to create our own instruments that can make a beat. We will also be making our own frames for our famous art pieces.</p> <p>Cooking this term will focus on healthy diets and understanding nutritional values.</p> <p>In our Science lessons we will be looking at materials. What makes up materials? Why are some materials more suited to tasks? We will also look at how materials can be altered.</p> <p>Our Superb Starter for the project will be an art day - recreating some of the famous artworks of the last centuries.</p> <p>Our Mix it up Middle will be our DT day; Junk modelling!</p> <p>Our Enthralling Ending will be a trip!</p>		