

Year group 2- Silvers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	Authors What makes a great author? Transport How can we travel around the world?	Events in History? Why do we commemorate? Nativity Why did the angels announce the birth of Jesus?	Around the World Is the world a fair place? Great Outdoors What lives here?	The farm/ Animals Where do animals come from?	Space Who has been to the moon? SATs	China Local Area Home or away?
Key Skill	Linguistic skills- Participation Social literacy- Social literacy.	Linguistic skills- Self-Expression Cultural experience- Encouraging of the arts. Cultural experience- Participation. Economic literacy- Managing a budget/ Career aspirations	Cultural experience- Wider Social Experience. Economic literacy- The money you make and pay (Move to Autumn 2)	Linguistic skills- Standard English Cultural experience- Wider Social Experience.	Social literacy- Effective personal behaviour Linguistic skills- Participation	Social literacy- Emotional literacy. Social literacy- Effective personal behaviour Linguistic skills- Self-Expression
Entry Point	Visit from the library Design a boat that floats	Experiment Fireworks in a jar Visit to Guildford Cathedral	Trip around the world Visit to the pond	Farm trip	Watch a rocket launch and landing on the moon Visit to Watts Gallery	Watch the opening ceremony Exploring the local area
Exit Point	Creating their own books Creating a moving vehicle	Visit to the War Memorial Nativity Performance	Making their own globes Visit to the Hogsmill River	Create their own animal	Science experiment- Rockets Creating a ceramic tile of each season	Mini - Olympics Creating structures of buildings
RE	Why is the Bible an important	What is a Christian? (5-6 hours)	Is the world a fair place? (4-5 hours)	Why did Jesus tell parables? (5-6 hours)	What is important for Muslim	How do Christians

	book? (4-5 hours)	Why did angels announce the birth of Jesus? (2-3 hours)		What is Easter really about? (2-3 weeks)	children? (4-5 hours) Visit to the mosque.	worship God? (2-3 hours) Why do Christians go to church? (5-6 hours) Visit to the church.
PHSE	<u>Living in the Wider World</u> Communities Drugs, alcohol and tobacco	<u>Living in the Wider World</u> Economic wellbeing: Aspirations, work and career	<u>Health and Well-Being</u> Healthy Lifestyles Mental Health	<u>Relationships</u> Managing hurtful behaviour and bullying Respecting self and others	<u>Relationships</u> Families and close positive relationships Safe Relationships	<u>Health and Well-Being</u> Ourselves, growing and changing Keeping Safe
English Genre, unit and writing focus (Timescale)	<u>Narrative</u> Different stories by the same author (Oliver Jeffers) Writing to entertain <u>Non-Fiction</u> Explanation text Writing to inform	<u>Narrative</u> Stories with a familiar setting Writing to entertain <u>Poetry</u> List Poems Writing to entertain	<u>Narrative</u> Traditional stories/ Fables Writing to entertain <u>Non-Fiction</u> Letter Writing to inform	<u>Narrative</u> Extended story by a significant author (Roald Dahl) Writing to entertain <u>Non-Fiction</u> Non-Chronological reports Writing to inform.	<u>Narrative</u> Other stories Writing to entertain <u>Poetry</u> Patterns on a page Writing to entertain	<u>Narrative</u> Other stories Writing to entertain <u>Non-Fiction</u> Non-Chronological reports Writing to Inform
Grammar and punctuation focus	Capital letters to demarcate sentences. Capital letters for names of people, places and	Present and past tenses correctly and consistently including the progressive form . Subordination:	Expanded noun phrases to describe and specify. Different forms: statement, question,	Use commas to separate items in a list. Suffixes -ment, -ness, -ful, -less and -ly. Present and past tenses correctly and	Consolidation Homophones	Consolidation

	<p>dates.</p> <p>Full stops to demarcate sentences.</p> <p>Co-ordination: or, and, but</p> <p>Suffixes -s, -es, -ed, -ing, -er and -est.</p>	<p>when, if, that, because</p> <p>Adjectives</p> <p>Apostrophes for contractions</p> <p>Apostrophes for possession.</p>	<p>exclamation, command.</p> <p>Question marks to demarcate sentences.</p> <p>Exclamation marks to demarcate sentences.</p>	<p>consistently including the progressive form.</p>		
Maths	<p>Number: Place Value</p> <p>Number: Addition and Subtraction</p>	<p>Number: Addition and Subtraction</p> <p>Measure: Money</p> <p>Number: Multiplication and Division</p>	<p>Number: Multiplication and Division</p> <p>Statistics</p>	<p>Geometry: Properties of Shape</p> <p>Number: Fractions</p>	<p>Measurement: Length and Height</p> <p>Geometry: Position and Direction</p>	<p>Measurement: Time</p> <p>Measurement: Mass, Capacity and Temperature</p>
Science	<p>Uses of everyday materials</p>	<p>Plants</p>	<p>Living things and their habitats</p>	<p>Animals including humans</p>	<p>Seasons (Revisit Year 1)</p> <p>Consolidation</p>	
Computing	<p>Computers and Networks</p> <p>Online Safety day 1 (Managing online information)</p>	<p>Multimedia (Word)</p> <p>Online Safety day 2 (Privacy and security. Copyright and ownership)</p>	<p>Programming/ Coding (Beebots)</p> <p>Online Safety day 1 (Safer Internet Day)</p>	<p>Multimedia (PowerPoint)</p> <p>Online Safety day 2 (Online Relationships and Online Reputation)</p>	<p>Handling Data (j2e code)</p> <p>Online Safety day 1 (Health, wellbeing and lifestyle. Self-Image and Identity)</p>	<p>Programming/ Coding (j2e code and scratch junior)</p> <p>Online Safety day 2 (Based on children's needs)</p>
History	<p><u>Historical Investigations</u></p> <p>Looks carefully at pictures or objects to find information about the past.</p>	<p><u>Chronological Understanding</u></p> <p>Recount changes in own life over time</p> <p>Puts 3 people, events or objects in order using a given scale.</p>			<p><u>Historical Interpretations</u></p> <p>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and</p>	

	<p>Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'</p> <p><u>Knowledge and Understanding of Events, People and Changes in the Past</u></p> <p>Uses information to describe the past.</p> <p>Uses information to describe differences between then and now.</p> <p>Recounts main events from a significant event in history.</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p>	<p>Uses words and phrases such as recently, before, after, now, later.</p> <p>Uses past and present when telling others about an event.</p> <p><u>Presenting, Organising and Communicating</u></p> <p>Describes objects, people and events.</p> <p>Writes own date of birth.</p> <p>Writes simple stories and recounts about the past.</p> <p>Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.</p>			<p>visits, internet).</p> <p>Understands why some people in the past did things.</p> <p><u>Knowledge and Understanding of Events, People and Changes in the Past</u></p> <p>Recounts main events from a significant event in history.</p> <p><u>Presenting, Organising and Communicating</u></p> <p>g</p> <p>Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.</p>	
<i>Geography</i>			<p><u>Locational Knowledge</u> <u>Geographical Language Enquiry</u> Name, locate and identify characteristics</p>	<p><u>Human and Physical Geography</u> Identify seasonal/daily weather</p>		<p><u>Place Knowledge</u> Understand geographical similarities and differences through</p>

			<p>of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Identify the location of hot and cold areas of the world in relation to the equator and the North & South poles.</p> <p><u>Practical Geographical Skills and Field Work</u> Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>	<p>patterns in the UK</p> <p><u>Practical Geographical Skills and Field Work</u> <u>Work</u> Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</p> <p>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.</p> <p>Use locational, directional and positional language.</p>		<p>studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country.</p> <p>Use basic Geographical vocabulary to refer to key physical features (Inc.– beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (Inc. city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country.</p> <p><u>Practical Geographical Skills and Field Work</u> <u>Work</u> Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.</p>
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<p>Reading/ writing opportunities across the curriculum</p>	<p>Topic: Asking questions- Using question marks.</p> <p>Topic: Recount of the first flight.</p> <p>RE: Reading Bible stories</p>	<p>Topic: Reading about events that have happened.</p> <p>Topic: Writing a recount of events that have happened in the past.</p> <p>Science: Writing instructions of how to plant seeds and bulbs.</p> <p>Science: Reading Jim and the bean stalk.</p> <p>Topic: Reading- Where the posies grow.</p>	<p>RE: Writing letters to Tesco explaining why they need more Fairtrade.</p> <p>Topic: Reading about the continents.</p> <p>Reading: Around the world in 80 days.</p>	<p>RE: Writing Jesus' parables.</p> <p>Science: Reading – Growing Frogs</p> <p>Topic: Reading about different types of animals.</p>	<p>Topic: Recounts of the first moon landing.</p> <p>Topic: Reading- Space stories</p> <p>RE: Writing a recount of our trip to the mosque.</p> <p>Science: Writing poems about the seasons.</p>	<p>Topic: Comparing Tokyo and Ewell.</p> <p>RE: Writing a recount of our trip to the church.</p>
<p>Maths opportunities across the curriculum</p>	<p>Topic: Tally charts: How we got to school</p> <p>DT: Measuring size when creating vehicles.</p>	<p>Science: Measuring our plants that grow.</p>	<p>Topic: Statistics: Continents we are from.</p> <p>Science- Statistics- Gathering data on our habitat walk.</p> <p>RE: Money: Buying Fairtrade food.</p>	<p>Topic: Position and Direction when using maps.</p>	<p>Science: Statistics: Seasons and birthdays.</p> <p>Science: Measuring the temperature.</p> <p>PE: Measuring/ comparing distances when jumping.</p>	<p>DT: Measuring sizes of buildings.</p>
<p>PE</p>	<p>Games (Sports Coach) Throwing & catching (Year 2)</p>	<p>Gymnastics – movement Dance</p>	<p>Gymnastics – balance Dance</p>	<p>Games (Sports Coach) Bat & ball (year 1)</p>	<p>Fitness (Sports Coach) Athletics – running & jumping (year 1)</p>	<p>Games (Sports Coach) Games - invasion</p>
<p>Music</p>	<p>Hands, Feet, Heart</p>	<p>Ho Ho Ho</p>	<p>I Wanna Play In A Band</p>	<p>Zootime</p>	<p>Friendship Song</p>	<p>Reflect, Rewind and Replay</p>

Art/DT	DT Mechanisms Vehicles	Art Sculpture Let's sculpt (Outdoors) Artist Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison& and Eva Rothschild	DT Cooking and Nutrition Fruit Salads	Art Painting Colour Chaos Artist Piet Mondrian, Mark Rothko, Paul Klee, Jackson Pollock, Robert Delaunay & Was sily Kandinsky	Art Drawing LS Lowry Artist LS Lowry	DT Structures Homes
Outdoor Learning Opportunities	Exploring vehicles in our local area. (DT) Walk to the library (English)	Let's sculpt - Exploring materials, creating outdoors, etc. (Art) Visit/ walk to a War Memorial (History) Exploring plants and the stage of their life-cycle (Science)	Habitats – Hogsmill River, the pond and micro-habitats (Science)	Using the compass on the playground to understand N, E, S and W. (Geography) Creating Easter gardens (RE) Visit to the farm. (Science)	Measuring temperature (Maths)	Walk of the local area (DT and Topic). Exploring what is in our school environment. (Geography) Measuring capacity (Maths)