

Year 2						
Theme	Oceans	Victorian Christmas	Hockney	Africa	Great Fire of London	Olympians
History		<p>To learn about life in Victorian times including clothing, toys, schools, work in mills and compare to life now. Queen Victoria, poor, rich, class, workhouse, mill, child labour, slate, quill, reigned.</p> <p>I know that Queen Victoria reigned over a hundred years ago.</p> <p>I know she became queen in 1837</p> <p>I know that children went to school and were separated into girls and boys. They wrote on a slate or with a quill. Children were punished with a cane.</p> <p>I know that poor children worked in the mill.</p> <p>I know that the first Christmas tree came to England from Norway.</p> <p>I know that toys were mainly made from wood.</p>	<p>To learn about how Sir Titus Salt impacted on workers in the Victorian Mills. Sir Titus Salt, Saltaire, mill, textile, wool, loom</p> <p>I know Sir Titus Salt built Salts Mill</p> <p>I know that he wanted to help the people of Bradford.</p> <p>I can say what changes he put in place – built village, workers rights etc.</p>		<p>To learn about the events of the Great Fire of London and how we know about it today. Samuel Pepys, diary, King Charles 2nd, Pudding Lane, Bakery, River Thames, Thomas Farriner, maid</p> <p>I know the fire started in Pudding Lane in a Bakery owned by Thomas Farriner in 1666.</p> <p>I know it spread because of the wind and houses being made from wood and built close together.</p> <p>I know about the plague and unsanitary conditions</p> <p>I know that Samuel Pepys kept a diary of the events.</p> <p>I know that London was rebuilt differently from brick and with spaces between buildings.</p> <p>I know that the fire brigade was developed as a result of the fire.</p>	<p>To understand what the Olympics are and what it takes to be an Olympian. Olympics, Olympians, hero, role model, aspiration, commitment, resilience</p> <p>I know what the Olympics are.</p> <p>I know that they started in Ancient Greece.</p> <p>I know the modern Olympics started in 1896</p> <p>I can name Jesse Owens, Roger Bannister, Nicola Adams, Mo Farrah, Jessica Ennis Hill and say what events they are famous for.</p> <p>I know what it takes to become an Olympian.</p>
Geography	<p>To know the names of the continents and oceans and the impact humans are having on the planet. North America, South America, Europe, Asia, Africa, Australia, Antarctica, Arctic Ocean, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, continent, pollution, environment. I know the names of the 7 continents and 5 oceans.</p>		<p>To name and locate the countries, capitals and seas of the UK. To compare Leeds with a rural village. United Kingdom, country, capital, England, London, Northern Ireland, Belfast, Scotland, Edinburgh, Wales, Cardiff, North Sea, English Channel, Irish Sea, Atlantic Ocean Saltaire, Leeds, West Yorkshire, England, village, city, town, River</p>	<p>To learn about the heritage of Africa and where we come from. Heritage, continent, countries, climate, industry, art, clothing, food, I know where Africa is on a map. I know it is made up of many countries. I can describe the weather and the difficulties it can cause – famine, drought, hunger, illness.</p>		<p>To learn the countries, important cities and physical features of the United Kingdom. United Kingdom, Great Britain, British Isles, country, capital, England, Wales, Scotland, Northern Ireland, London, Cardiff, Edinburgh, Belfast, North Sea, Irish Sea, English Channel, mountain, river. I can name the counties of the UK and their capital cities.</p>

	I can find them on a map. I can explain how humans are affecting our planet. I can suggest ways to reduce pollution.		Aire, compare, similarities, differences. I know the names and capitals of the four countries of the UK. I know the seas surrounding the UK. I know that Saltaire and Leeds are in West Yorkshire. I know that Saltaire is a village and Leeds is a city. I can find them on a map. I can say what is similar and different about the buildings and the area.	I know different ways people make a living. I know how they dress – tribal wear, townships, city people. I can appreciate the art and music of the country		I can use an atlas or map to identify human geographical features (cities, countries). I can use an atlas or map to identify physical geographical features (mountainous areas, rivers)
PSHE	Physical health and wellbeing: What keeps me healthy? Healthy, physical, mental, exercise, hygiene I know why it is important to eat well. I know about the importance of physical activity, sleep and rest. I know about people who help us to stay healthy and well and about basic health and hygiene routines.	Mental health and emotional wellbeing: Friendship Mental health, emotions, friendships, problems, restorative practice, resolving, moving forward, significant adult. I know about the importance of special people in my life. I know about making friends and who can help with friendships. I know about solving problems that might arise with friendships.	Sex and relationship education: Boys and girls, families Family types, gender, male, female, differences, similarities, lifecycle, respect, equality, biological, breasts, vagina, penis, womb I understand and respect the differences and similarities between people. I know about the biological differences between male and female animals and their role in the lifecycle. I know the biological differences between male and female children. I know about growing from young to old. I know ways in which to care for others. I know about different types of family and how their home-life is special.		Keeping safe and managing risk: Indoors and outdoors Safe, risk, danger, listening, looking, awareness, responsibility I know about keeping safe in the home, including fire safety. I know about keeping safe outside. I know about road safety.	Drug, alcohol and tobacco education: Medicines and me Medication, drugs, alcohol, illness, chemist, doctor, prescription, pharmacy, responsibility, dose, asthma, inhaler I know why medicines are taken. I know where medicines come from. I know about keeping myself safe around medicines. I know that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use.
RE	How can we look after the planet? Christians, Muslims, God, Created, Natural I know that Christians believe that God created the world and how. I know that Muslims believe that Allah created		How and why do people pray? Prayer, reflection, church, mosque, faith, symbols, wudu	What did Jesus teach and how did he live? Disciple, Parables, Baptism, Crucifixion, Resurrection	How is new life welcomed? godparents, sponsors, Ritual, Baptism, aqiqah, adhan, font	How do we make good choices? Choices, influences, Rules, guidelines, The Pillars of Islam, The Ten Commandments

	<p>the world and man from soil. I know the problems that face our planet and ways in which we can slow this down.</p>	<p>I know the difference between how Muslims and Christians pray. I know the names of artifacts involved in prayer rituals. I know the names of religious buildings – a church for Christians and a mosque for Muslims and what you would find inside each.</p>	<p>I know the events of Palm Sunday, Last Supper, Crucifixion, empty tomb. I know a parable of Jesus – eg Loaves and the Fishes, Daniel and the lion's Den.</p>	<p>I know the artifacts used in naming ceremonies of Christianity and Islam. I know how to describe the naming ceremony.</p>	<p>I know the ten commandments. I know the five pillars of Islam. I know how people can live cooperatively.</p>
<p>Science</p> <p>Scientific Enquiry Skills: 1. Observing changes over time 2. Noticing patterns 3. Grouping and classifying things (noticing similarities and differences) 4. Comparative and fair testing 5. Finding things out using secondary sources of information</p>	<p>Living things and their habitats</p> <p>Alive, not alive, dead, natural, man-made, habitat, minibeast, category, conditions, food chain, adaptations, woodland, coastal, pond, prey, predator, producer</p> <p>I know that I can compare different objects using alive, not alive and never been alive I know that habitats can be classified by what is in them I know that animals might have special adaptations to help them live in different habitats I know animals in the wild are part of a food chain I know that a food chain starts with a producer and ends with a top predator SES: 2, 3, 5</p>	<p>Plants</p> <p>Life cycle, stem, leaf, petal, stamen, pollen, seed, bulb, germinate, growth, condition, disperse, crops</p> <p>I know the different parts of a flower I know that seeds and bulbs need the right conditions to grow and stay healthy I know that plants are living things I know that plants can be called crops if they are eaten by humans I know that the life cycle of a plant depends on seeds being dispersed SES: 1,2,3,4,5</p>	<p>Materials</p> <p>Properties, materials, uses, manipulated, changed, rolled, squashed, bend, twist stretch</p> <p>I know that different materials have different properties I know the materials can be changed by manipulating them in different ways I know that materials are suited to different jobs, e.g. paper is not a good material for shoes SES: 2,3,4,5</p>	<p>Animals including humans</p> <p>Humans, animals, babies, offspring, grow, change, needs, healthy, unhealthy, exercise, hygiene, stages, diet</p> <p>I know that animals and human babies grow I know that a baby animal needs air, food and water I know what a human baby needs to stay alive I know that there are healthy and unhealthy diets I know how and why I should keep myself clean SES: 2,3,5</p>	
<p>DT</p>	<p>Textile Something – Victorian Photo Frame Someone – Family member Some purpose – To gift to them and explain what they have learnt in their topic.</p> <p>Tools, materials, cut, shape, join, finish, evaluate</p> <p>I know how to generate ideas I know how to record my ideas I know which materials are suitable to use I know why fabric should be used as a sign of affluence I know how to use tools appropriately</p>			<p>Construction Something – London City Buildings Someone – Year 1 Class Some purpose – Educational tool to help Year 1 children – Year 2 can explain to Year 1.</p> <p>Building, stability, structure, strong, stiff, cut, join.</p> <p>I know how to make a 3D structure I know how to join my structure together I know how to make a structure stronger I know different ways of joining materials.</p>	

Cooking			<p>Food Something – African Dish Someone – Children in the class Some purpose – To look at healthy balanced lifestyles and explore the culture of some members of the class.</p> <p>Balanced diet, food, origin, recipe, ingredients, nutrition</p> <p>I know what makes a balanced diet. I know where these foods come from. I know the ingredients I need I know why hygiene is important I know how to follow a recipe. I know what I like. I know what I do not like. I know how to explain my thoughts.</p>			
Art	<p>To express myself through sculpture</p> <p>Michelle Reader</p> <p>Sculpture, 3D, solid, standing, stable, recycle, reuse</p> <p>I know what 3D means</p> <p>I know what sculpture is</p> <p>I know the names of famous sculptures</p> <p>I know how to join a range of materials appropriately</p> <p>I know how to invent and create my own work of art</p>		<p>To express myself in the style of David Hockney</p> <p>Art, creatively, portraits, landscapes, techniques, colour, pattern, texture, shape, artist, digital art</p> <p>-I know who he is and where he is from? -I know why he is famous - I know how he became an artist -I know he makes art with technology -I know how to explore making art using digital technology -I know what I like -I know what I don't like -I know how to justify my opinion -I know how to use a range of materials -I know how to create different effects -I know how to create the colours I need -I know which materials I will use -I know what I want to achieve -I know the steps to work through to produce my piece of art</p>	<p>To express myself through cultural print art</p> <p>Cultural art (Based on cohort strong links to Polish, Pakistani and African prints) Twin Seven Seven Kente</p> <p>Colour, print, repetition, pattern, shape, texture, materials</p> <p>I know what makes <u>African</u> art unique</p> <p>I know how to express my opinion respectfully</p> <p>I know how to give reasons for my opinion</p> <p>I know how to make repeating shape patterns</p> <p>I know how to use lines and dots to create patterns</p> <p>I know how to replicate patterns using a block print</p>	<p>To express myself through drawing</p> <p>John Hayles</p> <p>Techniques, materials, line, silhouette, shape</p> <p>I know how to use different medium</p> <p>I know what different mediums are</p> <p>I know how to colour neatly within the lines</p> <p>I know how to create a silhouette</p> <p>I know how The Great Fire of London was represented in history.</p> <p>I know how to draw lines of different sizes and thickness</p> <p>I know what landscape and portrait are</p>	
Music	To learn how to play the note B	To learn how to play the note A and move between the notes A and B	To learn how to play the note G	To play pieces using the notes B A and G Pitch, Composer, Performer	The learn how to play the note C and be able to move from the note C to A	To learn to play the note top D

Recorders weekly	<p>Recorder, Crotchet, Crotchet rest, Pulse, Rhythm, Tempo</p> <p>I can play the note B.</p> <p>I can sit silently with our recorders.</p> <p>I can hold our instrument correctly.</p> <p>I can blow a steady note with a good mouth position.</p> <p>I can copy a simple rhythm.</p> <p>I can differentiate between pulse and rhythm.</p> <p>I can play loudly and quietly.</p> <p>I understand what tempo means.</p> <p>I can recognise and play a crotchet and crotchet rest</p>	<p>Minim, Semibreve, Tonguing, Dynamics</p> <p>I can play the notes B and A.</p> <p>I can start and stop when playing in time with others.</p> <p>I can name and play at least two different notes.</p> <p>I understand how to start a note by using our tongues to help us.</p> <p>I can keep a pulse going whilst someone plays or sings a tune.</p> <p>I can perform a short tune with our friends in the class.</p> <p>I know how to recognise and play a minim and semibreve.</p> <p>I know the meaning of dynamics</p> <p>I can create a short rhythmic pattern.</p>	<p>Quaver, Pulse, Rhythm, performance</p> <p>I can play the note G.</p> <p>I can play at different speeds.</p> <p>I know what makes a successful performance.</p> <p>I can play in 3.</p> <p>I recognise and understand quavers.</p> <p>I can make up our own rhythms and play them.</p> <p>I can suggest changes to performances by using opposites (faster/slower, louder/quieter).</p>	<p>I can move our fingers from the notes B A and G.</p> <p>I understand that moving our fingers on and off the keys changes the pitch of the sound we make.</p> <p>I can hear the difference between high and low pitches.</p> <p>I can compose using the notes B, A and G.</p> <p>I can perform to an audience.</p> <p>I can make up our own rhythms and play them.</p>	<p>Rhythm, Ostinato, Verse, Chorus</p> <p>I can play a top C.</p> <p>I can use a rhythmic ostinato to accompany a song.</p> <p>I can suggest changes to performances by using opposites (faster/slower, louder/quieter).</p> <p>I can play as part of a group or on own.</p> <p>I know that a piece of music is made up of different sections, e.g. beginning, ending, verse, chorus.</p>	<p>Pulse, Rhythm, Tempo, Recorder, Crotchet, Crotchet rest, Quaver, Minim, Semibreve Tonguing, Dynamics, Pitch, Ostinato, verse, chorus Performer, composer</p> <p>I can play a top D.</p> <p>I can read and play notes and rests of different lengths.</p> <p>I can improvise using given notes.</p> <p>I can practice and refine performances as a class.</p> <p>I can perform to an audience.</p>
PE	<p>Indoor: Team building</p> <p>Can I use communication?</p> <p>Can I work in a group?</p> <p>Can I solve a problem?</p> <p>Can I listen to the rules?</p> <p>Can I follow instructions?</p> <p>Can I take turns?</p> <p>Outdoor: OAA</p> <p>Can I use communication?</p> <p>Can I work in a group?</p> <p>Can I solve a problem?</p> <p>Can I listen to the rules?</p> <p>Can I follow instructions?</p> <p>Can I take turns?</p> <p>Can I be safe outdoors?</p>	<p>Indoor: Dance</p> <p>Can I clap to music?</p> <p>Can I recognise different types of music?</p> <p>Can I describe different types of dance moves?</p> <p>Can I decide what kind of movement matches the Cmusic?</p> <p>Can I create different movements based on everyday actions?</p> <p>(Checking your watch – how could you create a dance move from this. String together 5 or 6 to make a sequence, then work with others for a longer sequence. Can they change the same</p>	<p>Indoor: Gymnastics</p> <p>Can I hold a balance?</p> <p>Can I perform a partner balance?</p> <p>Can I travel across the floor?</p> <p>Can I turn?</p> <p>Can I create a basic sequence?</p> <p>Can I perform my sequence?</p> <p>Can I perform a group sequence?</p> <p>Outdoor: Netball</p> <p>Can I hold the ball in two hands?</p> <p>Can I pass from my chest towards a target?</p>	<p>Indoor: Ball games</p> <p>Can I listen to the rules of the game?</p> <p>Can I hold a ball?</p> <p>Can I throw a ball?</p> <p>Can I catch a ball?</p> <p>Can I aim a ball towards a target?</p> <p>Can I run with a ball?</p> <p>Outdoor: Parachute games</p> <p>Can I hold the parachute with two hands?</p> <p>Can I wave the parachute up and down?</p> <p>Can I run diagonally under the parachute?</p> <p>Can I play games with balls on the parachute?</p>	<p>Indoor: Mini cricket</p> <p>Can I hold a bat??</p> <p>Can I hit a ball?</p> <p>Can I be a fielder?</p> <p>Outdoor: Athletics (sports day practice)</p> <p>Can I throw? Target games</p> <p>Can I run? Different types of races</p> <p>Can I jump? Different ways of jumping</p>	<p>Indoor: Basketball</p> <p>Can I bounce a ball with two hands?</p> <p>Can I throw a ball towards a target? (hoop on ground)</p> <p>Can I pass a ball with two hands?</p> <p>Can I pass a ball to a static target?</p> <p>Outdoor: Mini Rounders/football rounders</p> <p>Can I stand in the box?</p> <p>Can I bowl the ball?</p> <p>Can I pass the ball to a teammate?</p>

		<p>movement to suit different music?)</p> <p>Outdoor: Football</p> <p>Can I dribble a ball?</p> <p>Can I pass a ball towards a target?</p> <p>Can I turn with a ball?</p> <p>Can I shoot towards a goal?</p> <p>Can I combine my skills in a game situation?</p>	<p>Can I shoot the ball towards a raised target? (a bucket on a bench)</p> <p>Can I move around without contact?</p>			<p>Can I work as a fielding team?</p> <p>Can I score a rounder?</p> <p>(Can be done in stages not as one full rounder – that would get 2 rounders)</p>
Computing						