

Year 2				
	<b>RE</b>	<p><b>Term 1</b></p> <p>Domestic Church Wk/c 9th September-wk/c 7th October Judaism Wk/c 7th October-wk/c 21st October Baptism/Confirmation Wk c 28th October-18th November Advent/Christmas Wk/c 25th November-wk/c16th December</p>	<p><b>Term 2</b></p> <p>Local Church Wk/c 7th January-wk/c 27th January Eucharist Wk/c 3rd February-2nd March Lent/Easter Wk/c 9th March-wk/c 30th March</p>	<p><b>Term 3</b></p> <p>Pentecost Wk/c20th April-wk/c4th May Sikhism Wk/c 11th May-wk/c 18th May Reconciliation/Anointing of the sick Wk/c 25th May-wk/c15th May Universal Church Wk/c 22nd June-wk/c13th July</p>
<b>Year 2</b>	<b>English</b> <i>(Core Text)</i>	<p><b>Goldilocks Project</b> Narrative: Letters, recount. Stories from another point of view.Character description.</p> <p><b>Jim and the Beanstalk</b> Narrative (Sequels and Retellings), Dialogue, Informal Letters</p> <p><b>A Journey Home (Link to Science)</b> Posters, lists, short story,</p>	<p><b>A Journey Home (Link to Science)</b> Posters, lists, short story, information report</p> <p><b>Pattan’s Pumpkin (POR) (Link to Topic)</b> Information Writing Captions, Labels and Posters, Free Verse Poetry, Letter Writing Writing in Role: Diary, Narrative: Myths</p> <p><b>Tadpole’s Promise</b></p>	<p><b>House held up by trees.</b> (Link to Science)</p> <p><b>Great fire of London</b> (Link to Topic)</p> <p><b>Rosie Revere Engineer</b> (Link to Topic)</p>

		information report	(Link to Science)	
	<b>Topic (History and Geography)</b>	<p><b>Pioneers</b> Innovative individuals</p> <p><b>History:</b> Create a timeline of pioneers included within this unit. Find out about key people within history including: Neil Armstrong/Buzz Aldrin, rail pioneers, Isambard Kingdom Brunel, reformers including Dr Barnardo and Lord Shaftesbury. Research the lives of children during Victorian times.</p> <p><b>Geography:</b> Research railways and bridges of the UK. Use maps to identify where Victorians went on holiday.</p> <p><b>Trip:</b> Science Museum</p>	<p><b>Indian Spice</b> India as a contrasting locality</p> <p><b>Geography:</b> Use maps to identify continents and countries of the world. Locate the UK and India on a world map and identify main regions and cities. Investigate the environments in India and consider how animals and communities adapt to these environments. Compare the UK to India, identifying key similarities and differences including size, climate, wildlife and so on. Research food and farming in India. Compare life for a child in the UK and India.</p> <p><b>Trip:</b> Hindu Temple</p>	<p><b>London's Burning</b> The Great Fire of London</p> <p><b>History:</b> Create a timeline of events in the Great Fire of London. Compare life in London before and after the Great Fire. Understand and establish why the fire spread. Use sources to ask and answer questions about the Great Fire.</p> <p><b>Geography:</b> Locate London on a map of the world/UK. Plot key locations on a map of the city to show how the fire spread.</p> <p><b>Trip:</b> St Paul's Cathedral Museum of London</p>
	<b>Art and DT</b>	<p><b>Collage</b> work Design, make and evaluate a Victorian seaside souvenir (shell art).</p> <p><b>Chd can be given notice before the summer holidays by their new class teacher to collect their own natural/reusable</b></p>	<p><b>Design Technology:</b> Prepare and cook Indian food.</p> <p><b>Art:</b> Use symmetry to create traditional Rangoli patterns. Use pastels and charcoal to create a picture of an elephant.</p>	<p><b>Printing</b> Screen printing – children to plan and draw their own stencils and then they create their own burning scene of London</p>

**materials (shells, pebbles, drift wood, beads, etc)**

Through their topic learning chd have to design and make a 'gift' (could be a wall decoration, a broach, a hair band) for an important figure during that Era. Chd then need to evaluate their final product against their original design criteria – see AM for suggested planning template

**Extension:** To create their own gift bag to present their work in. They could even use paint/crayons, pencils to decorate their own paper.



**End product:** each child to have produced a 'gift' - collage of shell art – for an important figure in the Victorian Era



Children use tracing paper or baking paper or card to create their own stencils (3 layers)

- Stencil 1: red flames in the back ground
- Stencil 2: orange flames in the back ground
- Stencil 3: Black outline of buildings

**Ext:** children could then go over using a different medium (oil pastels) to add further details once their prints have dried

**End product:** chd to have used the screen printing techniques to create their own picture of London Burning, with some adult support



	<b>PSHE</b>	<b>Me and My Relationships</b> Includes feelings/emotions/conflict resolution/friendships  <b>Valuing Difference</b> <b>Includes British Values focus</b>	<b>Keeping Myself Safe</b> <b>Includes aspects of Relationships Education</b>  <b>Rights and Responsibilities</b> <b>Includes money/living in the wider world/environment</b>	<b>Being My Best</b> <b>Includes keeping healthy/Growth Mindset/goal setting/achievement</b>  <b>Growing and Changing</b> <b>Includes RSE-related issues</b>
	<b>Science</b>	Yr2 Uses of everyday materials Yr2-Environment	Yr2- living things and their habitats – Yr2 Animals including humans	Yr2- Plants Yr2-Scientist and Inventors
	<b>ICT</b>	Yr2 Programming, gaming and modelling Yr2 safety	Yr2 Communicating and Collaborating Yr2 Collecting, finding and Using information	Yr2 Creating with text sound and images Yr2 safety

			Yr2 safety	
	<b>PE</b>	Ball games (kicking and returning) Gymnastics	Ball games (throwing and catching) Dance	Athletics Batting and fielding (Rounders)
	<b>Spanish</b>	My home and family How I move	Number songs Places in my school	Colour songs Birthdays