

Unit title: TRAGEDIES YEAR TWO Duration: 7 WEEKS AUTUMN 1		LITERACY GENRES Recount- Diaries: <i>Diary of a Killer Cat</i> excerpt, <i>Anne Fine</i> (2-3 weeks) Explanations: <i>How to Wash a Woolly Mammoth</i> , <i>Michelle Robinson</i> (2-3 weeks) Poems on a Theme: <i>Pleasant Sounds</i> , <i>John Clare</i> (1 week)	READING ENHANCEMENT <i>The Red Cross on the Door</i> , Ann Turnbull
PROGRAMMES OF STUDY			
SCIENCE	HISTORY		DESIGN TECHNOLOGY
BIOLOGY – ANIMALS INCLUDING HUMANS - Know the difference between living and non-living. - Know what humans and animals need to survive (water, food, air) - Know humans need to stay healthy (medicines, exercise, diet).	THE PLAGUE 1665-1666 - To know the Great Plague is a key historical event that happened in 1665 in London, that it was a pandemic with no cure. - To know that it has occurred before in countries and it was named The Black Death - Place the event in chronological order using a timeline and know it came before the GFL (Great Fire of London) and after The Black Death - Understand the sequence of events during The Great Plague (rat to flea to person to people, leading to red cross and plague doctor). Place in chronological order on a timeline. - Explore Samuel Pepy's diary as a primary source of evidence for historical enquiry during this period of time. - Discuss the emotional impact of 'The Great Plague' on the people. - Know that the GFL brought The Great Plague to an end. - Compare and make links to a present day pandemic and compare preventative medicines used in both periods of time and the impact. - Investigate why it was a significant event nationally		MECHANISMS-AXELS - Know that an axel is a rod that enables a wheel to rotate - Explore how wheels and axels are used in daily life - Know that there is a difference between fixed and free axels - Use prototypes and drawings to explore the movement of fixed and free axels - Know that there is a user and a purpose for a mechanism - Create a design idea based on the effectiveness of prototypes (rat catcher) - Know how to mark out, hold, cut and join components correctly - Evaluate the effectiveness of the product in relation to the design criteria and purpose and say how it could be improved
COMPUTING	RELATIONSHIPS & HEALTH		RELIGION
COMMUNICATING AND PRESENTING - Develop speed when typing and use a simple document with increasing control? - Word process their work, changing the font, font size, colour - Format their text to refine and improve? e.g underline, italics, bold. - Add images and use text boxes and word art - Cut, copy and paste on to a document - Create basic presentations?	PERSONAL HYGIENE-TEETH - Understand why teeth and gums are important - Know the functions and care of teeth including how tooth decay occurs - Develop good habits to prevent tooth decay - Know about germs including bacteria and viruses and how they are spread		CHRISTIANITY – STORIES OF JESUS - Identify the core Christian belief that Jesus is a role model and an inspiration - Understand how stories show what Jesus was like and why Christian people believe in him - Explore how stories and other texts have meaning to believers - Explore how people use stories, texts and teachings to guide their beliefs and actions - Identify how believers put their beliefs into action - Think, talk and ask questions about whether the example of Jesus has something to say to them - Give a good reason for the views they have and the connections they make

Unit title: KINGS AND QUEENS YEAR TWO AUTUMN 2 Duration: 7 WEEKS	LITERACY GENRES Stories as a theme: The Princess and The Wizard, Julia Donaldson (3 weeks) Classic Poetry: What is Pink? Christina Rossetti (1 week) Information Texts- V&A Introduces: Queen Victoria (2 weeks)	READING ENHANCEMENT The Queens Hat, Steve Anthony
PROGRAMMES OF STUDY		
RELATIONSHIPS & HEALTH	HISTORY	ART
E-SAFETY - Know that people you don't know are strangers, they are not always who they say they are. - Know that strangers can also be people online - Know that things sometimes happen on computers that are not their fault (E.g, pop-ups) - Know how to act if they find inappropriate content online - Be aware of, and able to use, the rules for keeping safe on the internet NSPCC Speak Out Be Safe Assembly	KINGS AND QUEENS - To know what a monarch is and to distinguish between real monarchs (such as our present-day Queen) and fairytale monarchs. - To know that Queen Elizabeth is a monarch in our living memory and that there are monarchs beyond our living memory (Queen Victoria) from the past. - To know that Queen Victoria reigned between 1837-1901 and a long period of history is named after her-the Victorian Age. - To explore the link from the Victorian age with present day society and know that when Victoria became queen, children had to go out to work. By the time she died, children went to school. - Explore who the family members are in our current monarchy and place them in chronological order on a family tree - To begin to understand the concept and significance of succession by the firstborn (usually the eldest son) - To begin to understand the role of a monarch and the qualities needed to be a good monarch.	TEXTILES - Know that there are different types of fabrics and that they can be used for different purposes. - Use hand sewing as a method of joining two fabrics. - Explore the various ways that fabric is constructed - Use history to influence the decorative techniques.
COMPUTING	RELIGION	
TECHNOLOGY - Know some uses of a wide range of technology and describe how it works in a variety of different contexts? - Select the appropriate piece of technology for a particular purpose - Open a web browser, enter a URL correctly and select links - Explore websites and complete a 'find out' task' - Perform a single keyword search to source relevant information - Save their work to a folder and retrieve it when needed? - Understand how to edit and copy information using a variety of media?	ISLAM -PLACES OF WORSHIP - Identify core Muslim beliefs about prayer and mosques and about the pilgrimage, Hajj: why are these important? - Recognise that there are special places where people go to worship, and talk about what people do there - Explore how these special, sacred places have meaning to believers and give examples - Identify the significance of how stories, objects, symbols and actions used in mosques or on hajj show what Muslim people believe. - Identify how Muslim believers put their beliefs into action and give examples - Think, talk and ask questions about whether their learning about Muslim worship has something to say to them - Describe some of the ways Muslims use their holy places and talk empathically about how these activities might make them feel, connecting to their own emotions.	

Unit title: AFRICA YEAR TWO SPRING 1 Duration: 5 WEEKS	LITERACY GENRES Stories set in school / home- Africa: Lila And The Secret of Rain, David Conwy (3 wks) Persuasive adverts/posters: (2 weeks)		READING ENHANCEMENT The Leopards Drum, Jessica Souhmi
PROGRAMMES OF STUDY			
SCIENCE	GEOGRAPHY	ART	
CHEMISTRY – MATERIALS - Identify and compare the suitability of a variety of everyday materials (wood, metal, plastic, glass, brick, rock, paper and cardboard). - Know that shapes of materials can be changed as a result of force.	AFRICA - Compare and contrast Africa to England - Locate Africa on a map or globe - Identify the main differences with regards to climate, land use, animals, daily life. - Identify the characteristics of a 'day in the life of an African Child' – school day - Understand the importance of water in Africa - Explore African traditions including-food, dress, art	3D SCULPTURES – CLAY - Know African sculpture offers insight into the cultures and tribal traditions. - Know that sculpture is 3-dimensional artwork. - Create designs that represent a culture - Know that clay has both functional and aesthetic qualities - Use scoring, pitting, pinching and hollowing as a technique for design features with clay - Use a 'slip pot' as a resource to join and mould clay - Use finer brushes to add detail	
COMPUTING	RELATIONSHIPS AND HEALTH		RELIGION
CODING - Understand what algorithms are - Know how algorithms are implemented as programs on digital devices - Know that programs execute by following precise and unambiguous instructions - Create simple programs, debug simple programs - Use logical reasoning to predict the simple behaviour of a program	CHARACTERISTICS OF FAMILIES - Know that others' families, either in school or in the wider world, sometimes look different from their family. - Know that although some families look different, they should respect those differences - Know that other children's families are also characterised by love and care - Know the importance of respecting others, even when they are different from them (physically, in character, personality or background) - Know the importance of respecting others who make different choices or have different personal beliefs		ISLAM- CARING FOR OTHERS - Identify the belief that some people believe god created the world and so we should look after it - Explore how stories show what people believe about God and about animals - Develop an understanding of what stories and other texts mean to believers - Identify ways that some people make a response to God by caring for others and the world - Know how believers put their beliefs into action e.g. In charity, care for animals, gardens and in other ways - Think, talk and ask questions about whether the ideas they have been studying have something to say to them

Unit title: WHERE DID IT COME FROM? YEAR TWO SPRING 2 Duration: 5 WEEKS	LITERACY GENRES		READING ENHANCEMENT
	Stories by the same author: <i>Anthony Browne, The Tunnel</i> (3 weeks) Poems with a structure: (2 week)		<i>Welcome to Our World A celebration of Children Everywhere, Moyra Butterfield</i>
PROGRAMMES OF STUDY			
SCIENCE	GEOGRAPHY	DESIGN TECHNOLOGY	
BIOLOGY - HUMANS INCLUDING ANIMALS - Know main stages of the life cycle for animals including humans - Know that humans and animals produce offspring and that these grown into adults (reproduction and growth).	CONTINENTS AND OCEANS - Name and locate the worlds seven continents and five oceans - Explore the idea that a continent is a very large area of land. - Discuss the varying sizes of the continents and oceans and locate them on the map and globe. - Use geographical language to name and locate the seven continents and five oceans.	FOOD TECHNOLOGY - FOOD ORIGINS - Understand that all foods have a source and that they come from various places - Explore which foods originate from the world's continents: seafood (Antarctica) rice (Asia), yams (Africa), avocado (North America) potato (South America), tomato (Europe), beef (Australia) - Know that various foods are grown, reared and caught - Know the journey specific foods take from growth to being on a plate (about the above) - Choose appropriate materials to prepare food. - Use the skill of peeling, grating and slicing to prepare potatoes in preparation for cooking *Adults only to use a heat source for cooking	
COMPUTING	RELATIONSHIPS & HEALTH	RELIGION	
DATA RETREIVING & ORGANISING - Enter and store data using a computer - Produce simple graphs using ICT - Use a branching database to answer questions - Input data into a prepared database and can they search and sort a database to answer simple questions	HEALTHY EATING - Know that there are benefits from eating healthy - Explore what a healthy balanced diet is - To understand why we need to drink regularly - Know how to choose healthy drink options	CHRISTIANITY- EASTER - Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. - Know stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). - Recognise that Jesus gives instructions about how to behave. - Identify examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. - Explore whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.	

Unit title: HABITATS YEAR TWO Duration: 7 WEEKS SUMMER 1	LITERACY GENRES		READING ENHANCEMENT
	Animal adventure stories: <i>The Hodgeheg</i> , <i>Dick King-Smith</i> (3 weeks) Non- chronological reports (2 weeks) Recounts – (1 week)		<i>The Flower</i> , John Light
PROGRAMMES OF STUDY			
SCIENCE	GEOGRAPHY	DESIGN TECHNOLOGY	
BIOLOGY – LIVING THINGS AND THEIR HABITATS - Identify how living things match the habitat to which they are suited, including microhabitats - Describe how a habitat provides for the basic needs of animals living there (including food) - Construct a simple food chain starting with a plant	MAPS & PLANS - Use maps and plans on a range of scales - Devise a simple map and construct basic symbols in a key - Make observations about where things are located - Use simple observational skills to study the geography of the school and its grounds - Recognise the changes in features	STRUCTURES-ANIMAL HABITATS - Know that structures have a purpose and a function - Explore a wide variety of structures that are used for shelters - Discuss how shelters are made and what makes a good shelter - Identify and explore the differences in 5 different shelters used as animal / insect habitats - Develop their own ideas to design and make a shelter and justify why it is designed in a specific way based on the purpose - Assemble and join a wide range of natural or recycled materials including wood , sticks, tubes, cardboard, string using a range of techniques and tools. - Evaluate the suitability of their structure against the design criteria and purpose	
COMPUTING	RELIGION		RELATIONSHIPS & HEALTH
ALGORITHMS AND PROGRAMS - Continue to explore floor turtles, combining sequences of instructions to follow a pattern or create a shape - Explore an on-screen turtle and navigate it around a course or grid and/or draw shapes by inputting a sequence of instructions - Begin to understand that the on-screen turtle can be directed through the use of text	ISLAM- EID - Recognise a special time pupils celebrate and explain simply what celebration means - Identify and name a Muslim festival and three things about it. - Identify and name a Christian festival and three things about it (sorting cards is a good way to check this knowledge) - Explore how a festival makes a difference e.g. to emotions, to families and give examples - Identify the features in festival stories that made people feel happy or sad and compare them with pupils' own experiences - Investigate the meaning for some symbols used in the celebrations they learn about e.g. light, water, signs of togetherness - Discuss big days in different religions - Connect ideas about how people celebrate today and in old stories - Identify similarities with: food, music, stories, gatherings prayers or gifts		RELATIONSHIPS - Know the importance of spending time with friends and family - Know the benefits of hobbies and interests - Know that being alone can cause loneliness which affects how we feel - Know the importance of discussing feelings with an adult and when to ask for help

Unit title: LOWRY YEAR TWO SUMMER 2 Duration: 7 WEEKS	LITERACY GENRES Traditional tales with a twist: <i>Jack and the Jellybeanstalk, Rachel Mortimer</i> (3 weeks) Instructions (2-3 weeks)		READING ENHANCEMENT <i>Katie and the British Artists, James Mayhew / The Magic Paintbrush, Julia Donaldson</i>
PROGRAMMES OF STUDY			
HISTORY	GEOGRAPHY	ART	
LOCALITY -COTTON MILLS • Explore why Oldham was known as a ‘factory town’. • Know that Oldham was well known for textile manufacture in the cotton mills and that it was the worlds manufacturing centre • Place the speed of the growth of the cotton mills in chronological order (1778 – 1 mill , 1779-11 mills, 1818-19 mills, 1928-360 mills) • Investigate and research the significance of John Platt- mill owner and Annie Kenney (suffragette born in Springhead) • Explore the conditions for the children who worked in the mills • Identify how the Victorian period affected the work of the children (previous topic content)	FIELDWORK • Use simple fieldwork and observational skills to study the geography of their school and the location around it. • Identify the key physical and human features of the surrounding environment and use the appropriate geographic vocabulary (city, town, factory, house, hill, etc) • Use a variety of techniques to collect fieldwork data (close observation, recording sheets, photographs, rubbings, interviewing people)	PAINTING • Know who Lawrence Stephen Lowry was and why he was a famous painter • Analyse the characteristics of L.S Lowry's paintings. • Make comparisons between the style of Lowry & Reg Gardener • Use 5 core colours to create a wider range of shades and tones that L.S Lowry used in all his paintings • Use perspective and knowledge of line and shape to create images of people and buildings • Know the meaning of foreground and background • Use a water colour wash to distinguish background and poster paint to distinguish foreground • Select the appropriate paint medium to create layers	
COMPUTING	SCIENCE	RELIGION	
USING TECHNOLOGY- CAMERAS • Use technology as a way to collect data on the physical and human features in the local environment • Build on the work from Y1 and continue to use the basic functions of a camera • Explore using a wider range of functions on the camera to adapt an image that has been taken e.g grey scale, crop, enhance	BIOLOGY – PLANTS • Observe and describe how seeds and bulbs grown into mature plants. • Describe how plants need water, light and suitable temperature to grow and stay healthy. • Know the requirement of plants for germination and reproduction.	CHRISTIANITY-INSPIRATIONAL LEADER • Identify at least three people from religions who are admired as good followers of God • Describe stories that are told by and about special people in two religions. • Identify a belief about a religious leader. • Understand why some people inspire others • Identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves. • Identify examples of inspiration, for example ‘Moses / Jesus inspired people to... by...’ • Know about the different ways leaders are admired in different religions • Identify who inspires is inspirational to oneself	

