



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cultural Capital Opportunities</b>	Local Area Walk	Pastor visit Gurdwara Visit TBC	RSPCA Visit	Valence House Museum	Visitor to talk about Tobago	Broadway Theatre FIELDWORK - Local Area Walk
<b>Phonics</b>	Chapter 4c	Chapter 4c	Chapter 4c	Consolidation/Interventions	Consolidation/Interventions	Consolidation/Interventions
<b>Texts</b>	The Bear and the Piano by David Litchfield <i>(Fiction)</i> There's No Place Like Home <i>(Non-Fiction)</i> (ebook)	Pet Care Guides <i>(Non-Fiction)</i> The Owl Who Was Afraid of the Dark By Jill Tomlinson <i>(Fiction)</i> Rumble in the Jungle by Giles Andreae <i>(Poetry)</i>	All about Orang-utans e-book <i>(Non-Fiction)</i> There's a Rang-Tan in my bedroom by James Sellick <i>(Fiction)</i>	The Three Little Wolves and the Big Bad Pig by Eugene Trivizas <i>(Fiction)</i> The true story of the three little pigs by Jon Scieszka <i>(Fiction)</i>	The Boy Who Grew Dragons by Andy Shepherd <i>(Fiction)</i>	Vlad and the Great Fire of London by Kate & Sam Cunningham <i>(Historical Fiction)</i> The Great Fire of London by Sally Hewitt <i>(Non-Fiction)</i> <a href="https://clpe.org.uk/poetry/poems/great-fire-london">https://clpe.org.uk/poetry/poems/great-fire-london</a> <i>(Poetry)</i>
<b>Shared Reading</b>	<ul style="list-style-type: none"> <li>Developing vocabulary</li> <li>Sequencing events</li> <li>Comparing and contrasting texts</li> </ul>	<ul style="list-style-type: none"> <li>Discuss non-fiction features and structure</li> <li>Link meanings to vocabulary</li> <li>Use intonation when reading poems</li> </ul>	<ul style="list-style-type: none"> <li>Retrieval</li> <li>Discussing how items of information are related</li> <li>Recognising recurring literary language</li> <li>Comparing and contrasting texts</li> </ul>	<ul style="list-style-type: none"> <li>Summary/retelling</li> <li>Vocabulary focus</li> <li>Evaluate Author's choice of language</li> </ul>	<ul style="list-style-type: none"> <li>Prediction</li> <li>Summary/retelling</li> <li>Meanings of words in context</li> <li>Evidence from the text</li> <li>Inference</li> </ul>	<ul style="list-style-type: none"> <li>Inference</li> <li>Compare non-fiction books and discuss different structures</li> <li>Express views and compare 2 poems/ poets' styles</li> <li>Recite a poem</li> </ul>
<b>English Writing Genre</b>	Geography – Rural and Urban	Science – Animals including humans	Geography – Our Planet			History – The Great Fire of London
<b>Curriculum Links</b>	<ul style="list-style-type: none"> <li>Contrasting setting descriptions <i>(Fiction)</i></li> <li>Narrative writing – alternative version (see recommended reads) <i>(Fiction)</i></li> <li>Non-chronological report writing based on <i>non-fiction</i> e-book: There's no place like home) <i>(Non-Fiction)</i></li> </ul>	<ul style="list-style-type: none"> <li>Description <i>(Fiction)</i></li> <li>Instructions – pet care <i>(Non-Fiction)</i></li> <li>Poem and riddle (based on animals) <i>(Poetry)</i></li> </ul>	<ul style="list-style-type: none"> <li>Explanation report <i>(Non-fiction)</i></li> <li>Persuasion <i>(Non-Fiction)</i></li> <li>Short Story <i>(Fiction)</i></li> </ul>	<ul style="list-style-type: none"> <li>Narrative writing – fairy tales from another perspective <i>(Fiction)</i></li> <li>Newspaper report <i>(Non-Fiction)</i></li> </ul>	<ul style="list-style-type: none"> <li>Persuasive Letter <i>(Non-Fiction)</i></li> <li>Narrative - <i>(Fiction)</i></li> </ul>	<ul style="list-style-type: none"> <li>Diary writing <i>(Non-Fiction)</i></li> <li>Narrative writing - storyboard <i>(Fiction)</i></li> <li>Calligram <i>(Poetry)</i></li> </ul>
<b>Mathematics</b>	Number and Place Value Addition and Subtraction	Addition and Subtraction Shape	Money Multiplication and Division	Multiplication and Division Length and Height Mass, Capacity and Temperature	Fractions Time	Statistics Position and Direction Consolidation



<b>Science</b>	Use of everyday materials <i>(linked to English and Geography)</i>	Animals including Humans <i>(linked to English)</i>	Plants	Living Things and Their Habitats		
<b>History</b>	N/A	Guy Fawkes and the Gunpowder Plot.	N/A	Nurturing Nurses- Link with International Women's Day	N/A	The Great Fire of London <i>(linked to English)</i>
<b>Geography</b>	Made in Dagenham: Urban v Rural  <i>(Local walk)</i>	N/A	Our Planet- <i>Where do Orangutans come from?</i>	N/A	The Same <b>but</b> Different- Comparing Dagenham to Tobago.	N/A
<b>Art and Design</b>	<b><u>Drawing</u></b> <b><u>Explore &amp; Draw</u></b> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	N/A	<b><u>Sculpture</u></b> <b><u>Stick Transformation Project</u></b> Explore how you can transform a familiar object into new and fun forms.	N/A	<b><u>Collage</u></b> <b><u>Inspired by Flora &amp; Fauna</u></b> Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork.	N/A
<b>Design and Technology</b>	N/A	<b><u>Pizza making</u></b> Create a healthy pizza using alternative base (not dough) pitta, cauliflower, naan, polenta, including writing the recipe <i>(linked to PSHE and Science)</i>	N/A	<b><u>Puppets</u></b> Make finger puppets of a character (link to English)	N/A	<b><u>Make a fire engine</u></b> Make a moving vehicle with an axle and wheels. <i>(linked to History)</i>
<b>Music</b>	Week 1 and 2: Cultural music appreciation (class country) The Music Show – Youtube	<b><u>Combi Bells programme</u></b> Whole class teaching – Combi Bells. <ul style="list-style-type: none"> <li>• Listening and appreciation,</li> <li>• Skill based learning (improving instrumental practise),</li> <li>• Composition</li> <li>• Performing</li> </ul>			Music in the Round unit of work	Reading musical notes



	Music terminology and knowledge					
<b>PSHE</b>	Mental health and emotional wellbeing: Friendship <i>(linked to outdoor PE)</i>	Physical health and wellbeing: What keeps me healthy? <i>(linked to D&amp;T)</i>	Keeping safe and managing risk: Indoors and outdoors <i>(linked to Computing)</i>	Drug, alcohol and tobacco education: Medicines and me	Relationships and Sex Education (SRE): Boys and girls, families	Sex and Relationships Education (SRE): Boys and girls, families Economic Education
<b>Computing</b>	Computing systems and networks: Information technology around us - Information technology at school and beyond; how it improves our world and using responsibly <i>(linked to PSHE)</i>	Creating media: Making music - Listen to and create music, linking to patterns (Chrome Music Lab) <i>(linked to Music all Summer term)</i>	Programming A: Robot algorithms - algorithms, programs, debugging and design (BeeBots)	Creating Media: Digital Photography - Capturing, editing and improving photos. Online safety – images may not be real (Tablet device and/or digital camera. Pixlr)	Programming B: Introduction to quizzes - Creating a simple quiz (Scratch Jr) <i>(linked to PSHE or Science)</i>	Data and Information: Pictograms - Sorting and grouping data, pictograms, tally charts and block diagrams. When information shouldn't be shared. (2Data, 2graph)
<b>PE (I)= Indoor (O)= Outdoor</b>	Gymnastics (I) Team building (O)	Gymnastics (I) Net and wall (O)	Swimming (I) Ball skills (O)	Swimming (I) Invasion games (O)	Dance (I) Sending and Receiving (O)	Dance (I) Athletics (O)
<b>RE Big Question: Can stories change people?</b>	Why did Jesus tell stories?	Why are different books special for different people?	Where did the world come from and how should we look after it?	Why is Easter important to Christians?	How does special food and fasting help people in their faith?	What can stories teach us about peace?