

















Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5/6
7 Weeks	7 weeks and 2 days	5 and 2 days	5 weeks	
A Street Through Time A 12,000-yee journey along the some sheet	Poles apart' Poles apart' Poles Arari Lost and Found Jeane Wills & Jarvis Lost and Found EXPLORERS Off MIX NO FOR SARRY DID! LOST AND SERVICE OF THE SARRY DID! LOST	What makes a hero? Highway Rat CREAT White Changed THE Rate Parliaged Rat	'Who lives in the Serengeti?' The Ugly Five JUNGLE JAMBOREE BOOK SOOO JAMBOREE SOOO JAMBOREE JAMB	The Big Smoke' File Sparrow and the Great Fire of London CLAIRE VORSTER ROBERTANKE II. Shad for the FREEBOOK FILE SPARROW AND LONGON PAGE OF THE WORK OF THE PROPERTY OF
		Above and Beyond Opportuniti	ies for our Year 2 children	
Big start – launch of our 'Crossflatts Family' isit to 'Daniel Abrahams' Gallery illery for parents invite in.	Carol Concert Mingle Jingle Dingley Dell -Explorer day!	Nurse visit Thackray medical hospital Poetry week Well being week	Virtual flight to the Serengeti Yorkshire Wildlife Park World book day	London Bus, afternoon tea on the bus, look at the 'sights' Saltburn Seaside Visit Rose Day



Our children will...

Convince someone to want to live in Bradford – information page	Character Description – Lost and Found	Narrative – Superhero Story	Settings – the Serengeti	Information Text – London on a page
Setting Description – Bradford	Biography – Falcon Scott	Comparison – hospitals in the past/now	Animal Poems and Riddles	Story
Recount Big start	<u>Grammar Focus</u>	Poem – Superhero Poem Recount		Diary from the seaside Recount
<u>Grammar Focus</u> Adjective Noun,	Statement Questions Exclamation Tense	<u>Grammar Focus</u>		Grammar focus –
Noun phrase <u>Consolidate:</u> Capital Letter	<u>Consolidate:</u> Noun, Noun phrase	<u>Consolidate:</u> Noun,		Consolidate all Year 2
Finger spaces Full stop ,		Noun phrase		
Statement, Question, Exclamation, Command, Compound, Suffix Adjective, Adverb, Verb, Tense (past, present), Apostrophe, Comma				
		Door	P	

Reading



Our children will..

Decode and understand texts:

Decode new words and work out the meaning by segmenting and blending.

Confidence will grow to explain their understanding of the texts they read and have read to them.

Read year 2 common exception words.

Begin to make inferences.

Answer the question stems for the year group.

Read widely, read for pleasure and discuss what has been read:

Read a wide range of text types (myths, legends, traditional stories, fiction, non-fiction and books from other cultures and traditions).

Read for different purposes.

Read and understand a wide range of poetry.

Participate in drama based around texts.

Identify books which appeal to them and share their opinions with peers and adults.

Recognise the features of texts:

Recognise key features of non-fiction and fiction















Infer

Predict

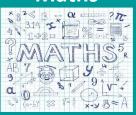
Explain

Retrieve Summarise

inferences using

from the text

Maths



Our children will develop their skills in,,,

Place Value Addition & Subtraction Shape

Money Multiplication & Division Length and height Mass capacity and temperature

Fractions Time **Statistics** Position and direction Consolidate

Science



Our children will.

Plants –observe over the year

Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Materials Can you make a coat for an explorer?

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Animals including humans - diet / exercise / germs

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Louis Pasteur – discovered germs

Animals including humans

Notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Living things and their habitats 'Create a home for a creature - Dingley Dell

Explore and compare the differences between things that are living, dead, and things that have never been alive

Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

Identify and name a variety of plants and animals in their habitats, including micro-

Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

	Link to Charles Mackintosh inventor of the Mackintosh			DT Link — HEPP - create a bug hotel
Place knowledge Skills and fieldwork xplore Bradford city in detail	Locational Knowledge Exploring the world – countries continents. Equator – north and south pole	Geogr		Place Knowledge In English - Look at our capital city in more detail building on Year 1 Focus on key landmarks in London
erial photos- directions – mapping anderstand the human and physical eography of a small area of the UK study a local place (Bradford) in etail. se world maps, atlases and globes of identify the United Kingdom and se countries, as well as the countries, ontinents and oceans studied at this ey stage. se simple compass directions where the second and directional language for example, near and far; left and ght], to describe the location of eatures and routes on a map.	Look at world maps, globes Name and locate the world's seven continents and five oceans Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.		Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Use basic geographical vocabulary to refer to: -Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Compare and contrast a city and a coastal region.
		Hist	CORY Why Shared ORY WHY The state of th	
		Our childre	n will ask	
radford through the ages	What is an explorer?	How hospitals have changed over		What happened in the Great Fire?
se evidence to describe the eryday lives of people in time.	Who is Robert Falcon Scott? Compare – race to poles.	time? Describe and compare the differences between hospitals then and now.		Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality
nderstand how to put people,	Felicity Aston	Who invented penicillin? Study Alexander		John Tourist Tilbrottear events, people and places in their own locality

events and objects in order

Recount changes in my life time

People and places in their own locality.

Use different sources

The lives of significant individuals in the past who have contributed to national and international achievements.

Look at evidence to give reasons why people in the past may have acted the way they did.

Fleming

Look at evidence to give and reasons why people in the past may have acted in the way they did.

Communicate knowledge about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.

Recount the main events from a historical events.

Use different sources

Answer questions about the past using different sources by making simple observations.

Art



Our children will...

Drawing

Local Artist-Daniel Abrahams
Oil pastel creations inspired by Daniel
Abrahams -Yorkshire 1980s

Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.



Painting

Antarctica scene painting

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space



Sculpting

Local Artist-Henry Moore 'Sculpt a hero project' Material : Clay

Children will use sculpting to develop and share their ideas, experiences and imagination



Printing

Study the animals in the Serengeti and their patterns – print on cloth.

To use a range of materials creatively to design and make products

To be able to print using a range of resources.



Drawing

Artist – Study S Lowry – London – sketching

Tony Bullocks works

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space



Design & Technology



Our children will...

<u>Design and make Bradford bunting for open day</u>
<u>Textiles</u>

 Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and Dips and Dippers – Healthy diet project.
Cooking and nutrition

Design purposeful, functional, appealing products for themselves and other users based on design criteria.

<u>Create a moving picture – Moving London Scene</u> <u>Structures- linked to HEPP</u>

• Design purposeful, functional, appealing products for themselves and other users based on design criteria.

- communication technology.
- Select from and use a wider range of tools and equipment to perform practical tasks.
- Select from and use a wider range of materials and components, including construction materials, textile and ingredients, according to their characteristics.
- Explore and evaluate a range of existing products.

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Select from and use a wider range of tools and equipment to perform practical tasks.
- Evaluate their ideas and products against design criteria.
- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand where food comes from.

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Explore and evaluate a range of existing products.
- Explore and use mechanisms.
- Evaluate their ideas and products against design criteria.



Run jump and throw -

Make choices about appropriate throws for different types of activity
Begin to make links between components of fitness e.g. strength and outcome i.e. length of throw

Can identify areas of activities that need improvement e.g. power in throws to throw further

throw further
Develop power, agility, coordination and balance over a variety of activities
Can throw and handle a variety of objects including quoits, beanbags, balls, hoops
Can negotiate obstacles showing increased control of body and limbs
Use agility in running games
Apply skills in a variety of activities

Practise to improve skills
Discuss thoughts and feelings around
physical challenges and what it means to
be a team player

Work cooperatively to complete running, jumping and throwing tasks

Consider others when playing games to respect their space and boundaries

Hit catch and run –

Make choices about where to hit the ball Judge and change pace in a variety of running activities

Make tactical decisions about where to position themselves in the field

Has developed hitting skills with a variety of bats

Practised bowling/feeding a ball to other players

Run in a game to score points Attempted to play the role of wicket keeper or backstop

Use skills as a team to prevent runs

Makes attempts to catch balls coming towards
player in games

Can work in small groups to field and bat Display sportsmanship when competing against

Attack defend and compete

Select and apply a small range of simple tactics
Begin to look for space to pass into or run to in order
to receive

Select the more appropriate skill to move forwards to shoot

Can send a ball using feet

Can receive a ball using feet

Link combinations of skills e.g. dribbling and passing with hands in isolation and combination

Can send a ball using hands

Can receive a ball using hands

Perform the role of goal keeper using basic stopping and interception skills

Can play in a variety of positions in both defence and attack

Show awareness of teammates and opponents in games

Work with a partner and in small groups to develop skills

Gymnastics –

Independently show creative flare, refining and developing during tasks

Comment on aspects of own and others performances

Perform with control and consistency basic actions at different speeds and on different levels

Create and perform a simple sequence Show contrasts in gymnastics shapes and

Work to improve flexibility and strength Attempt to use rhythm whilst performing a sequence

Use core strength to link gymnastic elements e.g. back support and half twist Remember and repeat sequences

proximity with others Reflect on own performance and use scoring system to judge performance

Develop character and maturity to work in close

Dance

Select movements that show a clear understanding of the theme/story/idea of the dance Volunteer and show leadership in group dances Show confidence to perform in front of others Show some sense of dynamic, expressive and rhythmic qualities in their own dance Use different parts of the body in isolation and combination

Perform with control and balance and demonstrating coordination
Explore and use basic choreography including levels, speed changes, unison and cannon
Move with imagination responding the music

Perform with expression
Attempt to work as part of a group to perform a dance

dance
Show engagement in task to perform with freedom
e.g. freestyling

Able to comment on ideas and emotions and how they can be portrayed through dance

$\cap \wedge \wedge$

Confidently follow a basic map Create a simple map Make good choices when leading others

Attempt beginners competition Speed Stack

Adapt to use equipment in unconventional ways
Use correct 1 and 2 footed jumping technique most of the time
Stay motivated during challenges such as searching and seeking tasks
Show sensitivity and respect when working with a blindfolded partner

Computing



Our children will...

Computing systems and networks – IT around us

Our children will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss

Creating media – Digital photography

Our children will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to

Creating media – Making music

Our children will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. They will compare creating music digitally and non-digitally. The children

Data and information – Pictograms

Our children will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto

Programming – Robot Algorithms/Introduction to quizzes

Our children will understand the instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.

shops, hospitals, and libraries. The children will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.		Mu	use the data presented to answer questions.	
Ganra:	Pop & Classical	Our children will learn to list Genre: Folk		Genre: Jazz & Musical theatre
	s, feet, heart & Ho ho ho	<u>Charanga</u> : I wanna pla		Charanga: Friendship song & Reflect, Rewind and Replay
composers, they can recognise the	tyles from different times, traditions and sound of musical instruments and basic key of musical styles.	To learn how to play To begin to understand how pulse, rhythm and warm up To begin to learn that improvisation is w To start and learn to play To start and sing songs and	d pitch work together to create music through games. hen you make your own tune or rhythm y in a band or ensemble.	Perform together and follow instructions that combine the musical elements. Choose sounds, and instruments carefully and make improvements to their own and others' work
How can we make good chaices?	What did Jesus teach and how did he live?	Our ch	r and Culture iildren will How is new life welcomed?	How can we look after the planet?
How can we make good choices?		How and why do people pray? (5 pillars of Islam focus).	now is new life welcomed?	Consolidation of all RE units. RSE and Transition work in preparation for the next year group. How do we recognise our feelings?
What makes a good friend? (Understanding differences, communication and respect). Respect	What is bullying? Tolerance World Kindness Day, Anti-Bullying Week Diwali, Christmas, Hannukah	What jobs do people do? Rule of Law New Year resolutions Epiphany, Holocaust Memorial Day, Chinese New Year	What helps us to stay safe? Individual Liberty Children's Mental Health Week, Safer	What helps us grow and stay healthy? (Process of change, hygiene and healthy lifestyle). Democracy St Georges day, Vaisakhi (Sikh Festival), Vesak (Buddha Day)