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| Year 2 | **Autumn term** | | **Spring term** | | | **Summer term** | |
| History | Events beyond living memory that are significant nationally and globally  Significant historical events, people and places in Barton under Needwood.  Remembrance Day and Remembrance in Barton    (Arboretum visit) | | The lives of significant individuals  Intrepid explorers  (Christopher Columbus and Neil Armstrong) | | | Significant historical events, people and places (William the Conqueror and the Battle of Hastings)  (Tamworth Castle visit) | |
| Geography | Geography skills and fieldwork  (use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment) | | Locational knowledge (including geography skills)  (7 continents and 5 oceans) | | | Place knowledge (including geography skills)  Contrasting study of non-European city- Nairobi | |
| Science | Uses of everyday materials  Super scientists - Dunlop, Macintosh and McAdam | | Animals including humans (Spring 1)  (Growth and survival)  Plants (Spring 2/Summer 1) | | | | Living things and their habitats |
| Computing | *Twinkl* **- Presentation skills** (PowerPoint)  **Project Evolve**  Passwords are key(s)  Making Choices  Connected Homes | **Robot Algorithms**  *Barefoot* - Crazy character  *Teach Computing* - Programming A – Robot Algorithms (Beebot)  **Project Evolve**  Long Time Online  Public or Private  Helping Hands | *Teach Computing* – **Pictograms** (and block and bar graphs) using [JIT5 (j2e.com)](https://www.j2e.com/jit5#chart)  **Project Evolve**  Keyword Captain  Tech, Talk and Truth | *Teach Computing –* **IT around us.**  Including online safety  **Project Evolve**  Me and my Avatar, How going online makes you feel, Getting Help | | *Teach Computing –* Programming B – **An introduction to quizzes** (Scratch Jr)  **Project Evolve**  Reaching Out, To post or not to post, who can help me? Should I or shouldn’t I? Should you Click, Click, Click | *Teach Computing –* **Digital Music** |
| Music | **Sing Up**   1. Recognise and play echoing phrases by ear. 2. Sing with good diction to emphasise wordplay. 3. Perform actions on the beat 4. Pitch a challenging jazzy melody accurately. 5. Explore musical contrast and textures within a verse and chorus structure. 6. Use contrasting dynamics and body percussion effects to enhance a Harvest assembly performance. 7. Sing small intervals in a minor key accurately and confidently. 8. Use dynamic contrast and different vocal effects to evoke an atmosphere. 9. Create a sequence of sounds in response to a given stimulus. 10. Lead an echo song as part of a small group. 11. Perform actions while singing. 12. Play paired echo pieces based on familiar rhythms. | | **Sing Up**   1. Sing a syncopated melody with rhythmic precision and accompany with tuned percussion. 2. Choreograph a ‘robot dance’ and incorporate it into a performance. 3. Compose accompanying ‘robot music’ using percussion and unconventional sound-makers familiar rhythms. 4. Perform a rap rhythmically as a group, incorporating accurate choreographed actions. 5. Create a characterful performance that includes a two-part round. 6. Make up new rhyming lyrics and incorporate them into a performance familiar rhythms. 7. Sing a playground song in the appropriate style. 8. Invent and copy modes of travelling to fill a musical phrase. 9. Improvise on a pentatonic scale. 10. Sing a nonsense song and make up new lyrics. 11. Maintain a clapped pulse while playing a competitive singing game. 12. Play a non-competitive version of the game | | | **Musical learning Led by the Music Hub**  Performance – Instrumental Focus   * Keep a steady pulse on an instrument * Explore the sounds that instruments can create * Play a simple melody and rhythm on an instrument * Can start and stop at the appropriate time * Sing songs with confidence * Enjoys exploring the interrelated dimensions of music | |
| Art & Design | (Forest School) Andy Goldsworthy  To explore walls, paths, circles, spirals and reflections, and use them as inspiration for creations |  | Printing  Create printing blocks (Adinkra Art) | |  | Kandinsky  Look at an artist’s work and say what I like.  Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with malleable media Manipulate malleable materials for a purpose, e.g. pot |  |
| Design & technology |  | Moving vehicles  Produce a product that is moveable via wheels on an axle. |  | | Sliders and levers |  | Cooking  Cut ingredients safely and hygienically. Measure or weigh using measuring cups. Assemble or cook healthy ingredients. |
| RE | **Caring for the Natural World**  **Explore** stories from religious traditions and **find out about** attitudes to the natural world | **Valuing new life**  **Engage with** religious beliefs and ideas expressed through story, symbol and other visual forms of expression | **Worship and Ceremonies**  **Identify** symbolic actions, gestures and rituals and **talk about** how they are used as part of worship and ceremonies | **Belonging to a group**  **Identify** the importance for some people of belonging to a religion and **recognise** the difference this makes to their lives | | **Storytelling through sacred writings**  **Explore** a range of stories and extracts from sacred writings and **talk about** meaning they have for believers | **Showing kindness and goodness**  **Listen and respond to** stories highlighting the morals and values of believers in practice |
| PSHE | **Me and My school**   * Class rules * School council * Feelings | **Happy and Healthy Me**   * Body parts * Personal hygiene * Spread of germs and diseases * Balanced diet * Healthy lunchbox | **Me and my safety**   * Safe and unsafe | **Me and my relationships**   * Working together * Behaviour and impact on others * Resolving conflict * Teasing and bullying * Changing relationships | | **Me and other people**   * Similarities and differences between boys and girls * Different types of families * Race and religion | **Me in the World**   * Local area * Money |
| British values | **English law through history**  To explain how UK law has changed throughout history and how it compares to law today. | **What if everybody did that?**  To explain the importance of rights and responsibilities | **In Court**  Different peoples roles in law making | **Human Rights in Britain.**  To explore what makes Britain a free country and what their rights are as human beings. | | **Does Wrong make a Right?**  To understand how the UK law protects everyone. | **Law and order in the UK.**  What do the Police do and why are they important? |
| PE  (Use of Devon Pedpass Scheme) | Fundamental movements | Dance | Gymnastics | Fitness and netball | | Athletics and rounders | Tag rugby and orienteering |