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| Year 2 | **Autumn term** | **Spring term** | **Summer term** |
| History | Events beyond living memory that are significant nationally and globallySignificant historical events, people and places in Barton under Needwood.Remembrance Day and Remembrance in Barton (Arboretum visit) | The lives of significant individualsIntrepid 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 ChoicesConnected Homes | **Robot Algorithms***Barefoot* - Crazy character*Teach Computing* - Programming A – Robot Algorithms (Beebot)**Project Evolve**Long Time OnlinePublic or PrivateHelping Hands | *Teach Computing* – **Pictograms** (and block and bar graphs) using [JIT5 (j2e.com)](https://www.j2e.com/jit5#chart)**Project Evolve**Keyword CaptainTech, 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
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| Art & Design | (Forest School) Andy Goldsworthy To explore walls, paths, circles, spirals and reflections, and use them as inspiration for creations |  | PrintingCreate printing blocks (Adinkra Art) |  | KandinskyLook 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 vehiclesProduce a product that is moveable via wheels on an axle. |  | Sliders and levers |  | CookingCut 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
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| 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 |