

**Year Plan 2021/2022**

**Year 2**

This plan is an overview for the year, it is a working document and is subject to change as we assess the needs of the children individually and as a class.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	<p>Texts include: Here we are – Oliver Jeffers Frog and the Stranger – Max Velthuijs List poems Letter writing</p>	<p>Texts include: Scaredy Squirrel makes a friend – Melanie Watt Augustus and his smile – Catherine Rayner On the Way Home - Jill Murphy Shape poems Instructions</p>	<p>Texts include: Traditional Tales – Rapunzel This Rabbit belongs to Emily Brown – Cressida Cowell Recount – The Fire of London Reports – Animals</p>	<p>Texts include: Myths – Tiger Child/ The Rabbit who stole fire – Joanna Troughton Animal poems</p>	<p>Texts include: Lila and the secret of rain – David Conway Dragon stories - The Dragon Machine – Helen Ward Explanations – Monsters</p>	<p>Texts include: The Way Back Home- Oliver Jeffers Reports – minibeasts How to be a Butterfly – Laura Knowles Poems to perform - Julia Donaldson</p>
Maths	<p><b>Number: Place Value</b> – comparing numbers, making numbers with tens and ones, regrouping numbers <b>Number: Addition and Subtraction</b> – mental addition, number facts, complements to 10 and 100, adding and subtracting 10, adding and subtracting 2 digit numbers. <b>Measurement: Money</b> – recognising coins, finding totals, finding difference, finding change. <b>Number: Multiplication and Division</b> - arrays</p>		<p><b>Number: Multiplication and Division</b> – arrays, doubles, x2, x5, x10, sharing and grouping, <b>Statistics</b> – tally charts, pictograms, block diagrams <b>Geometry:</b> properties of shape – 2D and 3D shapes, properties of shapes, lines of symmetry <b>Number: Fractions</b> – halves, quarters, thirds of shapes, objects and numbers.</p>		<p><b>Measurement: Length and Height</b> – measuring, comparing and ordering. <b>Geometry: Position and direction</b> – describing movements, turns and position <b>Calculations and problem solving</b> <b>Measurement: Time</b> – o’clock, half past, quarter to and part, nearest 5 in, <b>Measurement: Mass, Capacity and temperature</b> – measuring and comparing mass and capacity</p>	
Science	<p><b>Healthy bodies</b> How can we keep our bodies healthy? Food, hygiene and exercise Elizabeth Garret Anderson, Louis Pasteur Sorting objects by similarities and differences</p>	<p><b>Uses of materials</b> Why are different materials used to make different objects? Natural and Manmade Describing properties of materials and uses Charles Mackintosh Comparative tests</p>	<p><b>Growth &amp; Survival</b> What do animals need to survive? Animals and their young Lifecycles Human growth Looking for patterns</p>	<p><b>Big Habitats</b> Where do animals like to live? Food chains Adaptations Research Comparing places</p>	<p><b>Micro habitats</b> What lives in our school grounds? Living, never lived and dead Bug Hunt Lifecycles</p>	<p><b>Seeds &amp; Bulbs</b> How do plants grow? Planting bulbs and seeds Observing changes over time</p>
Computing	<p><b>Technology around us</b> What is Information technology? Uses in school, the home and the wider world.</p>	<p><b>Getting Creative</b> Publishing writing, editing and formatting text, adding pictures. Word, Book Creator, 2publish.</p>	<p><b>Starting Research</b> Using a search engine. Navigating a website. Making notes.</p>	<p><b>Digital Images</b> Creating and changing images digitally.</p>	<p><b>Digital music</b> Exploring making musical sequences on the computer.</p>	<p><b>Programming Scratch Jr</b> Writing commands. Debugging an algorithm.</p>
Art	<p><b>Line and Pattern</b> Drawing; Monoprints Matisse, Yayoi Kusama</p>	<p><b>Creating Colour</b> Colour field paintings, colour mixing Rothko, Klee, Frank Bowling</p>	<p><b>Paper Sculpture</b> Textiles – weaving, cardboard and paper sculptures - Caro</p>	<p><b>Figures</b> Drawing; painting, Collage – Lauren Child</p>	<p><b>Food Glorious Food</b> Collage, still life, clay Frieda Kahlo, Matisse, Wayne Thiebaud</p>	<p><b>Insects</b> Printmaking; drawing Maria Sibylla Merian, Seguey</p>

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History		<p><b>Famous figures</b> Why do we remember these people? How do we remember them? Florence Nightingale &amp; Mary Seacole</p>	<p><b>Events beyond living memory – Fire of London</b> What were the main causes and consequences of the fire of London?</p>			<p><b>Local History – Ebenezer Howard and WGC</b> Would Ebenezer Howard be proud of how Welwyn Garden City has developed?</p>
Geography	<p><b>Our World</b> Naming continents and oceans. Researching facts about places Using maps and atlases.</p>			<p><b>Polar regions</b> Where are the global polar regions? What would you find there?</p>	<p><b>Kenya</b> What is it like in the Narok region of Kenya? How is it different to our life in WGC?</p>	
Design Technology			<p><b>Food – healthy snacks</b> Where do foods come from? Food preparation skills Healthy alternatives.</p>			<p><b>Textiles – pencil cases</b> Sewing skills – running stitch</p>
PSHE	<p><b>Being Me in the World</b> Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p>	<p><b>Celebrating Difference</b> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p>	<p><b>Dreams and Goals</b> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p>	<p><b>Healthy Me</b> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>	<p><b>Relationships</b> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>	<p><b>Changing Me</b> Lifecycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p>
PE	<p><b>Games</b> Ball skills – throwing and catching, rolling and aiming – Dodge ball <b>Gymnastics</b> Ways of moving, creating sequences</p>	<p><b>Dance</b> Magical Friendships  <b>Gymnastics</b> Safety with equipment Travel and balance High and low positions</p>	<p><b>Dance</b> Telling a story - Fire of London <b>Gymnastics</b> Linking two movements  Playground games and fitness activities.</p>	<p><b>Outdoor Adventurous Activities</b> Team games Following instructions <b>Games</b> Team work games Target games – Turbo cricket</p>	<p><b>Swimming</b> Water confidence and stroke development <b>Games</b> Striking with a bat/racquet - Tennis</p>	<p><b>Swimming</b> Water confidence and stroke development <b>Athletics</b></p>

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<p><b>RE</b></p>	<p><b>Signs and Symbols</b>                  Symbols from Christianity, Judaism and Islam                  Christian artefacts                  Inside a mosque                  Symbols from the wider world</p>	<p><b>Beliefs and Practises</b>                  Muslim artefacts and worship                  Hanukkah                  Christmas</p>	<p><b>Belonging/Leaders</b>                  Religious leaders                  Belonging to groups                  God – importance to Christians and Jews                  Big Questions</p>	<p><b>Human Responsibility and values.</b>                  Differences and similarities                  Recipe for happiness                  Zakat                  Last Supper                  Easter</p>	<p><b>Religious buildings and artefacts.</b>                  Inside a church                  Church visit                  Comparing places of worship                  Looking at worship and reflection</p>	<p><b>Sources of Wisdom</b>                  Religious and moral stories (parables)                  Sacred writings                  Holy books</p>
<p><b>Music</b></p>	<p>Developing confidence in musical improvisation using simple rhythmic patterns.                  Learning to identify tuned and untuned instruments, and play high and low sounds on the drum.</p>	<p>Engaging with music recordings and improvised music through active listening methods, working in pairs, responding with movement, exploring moods and emotions heard in music.                  Further fostering creative expression. Using simple narrative for structuring rhythmic compositions using 1-bar phrases.                  Introducing to musical notation, starting with notes do, re, mi, using finger stave, physical stave on the floor, graphic notation, body levels.</p>	<p>Play and hear strong and weak beats.                  Introducing the concept of the rest into rhythmic notation and improvisation.                  Developing musical independence, by practising to hold a simple rhythm or melody with the whole group and then independently.</p>			