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| **Year 2** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **In class text** | Eliot, Midnight Superhero : Cottringer, Anne, Smith, Alex T.: Amazon.co.uk:  BooksEliot Midnight Superhero | Lila and the Secret of Rain: 1 : Conway, David, Daly, Jude: Amazon.co.uk:  BooksLila and the Secret of the Rain | The The Three Little Pigs : DK, Di Lernia, Giuseppe: Amazon.co.uk: BooksThe Three little Pigs | Toby and The Great Fire Of London (Hopscotch: Histories) : Nash, Margaret,  Cope, Jane: Amazon.co.uk: BooksToby and the Great Fire of London | Greta and the Giants: inspired by Greta Thunberg&#39;s stand to save the world:  1 : Tucker, Zoë, Persico, Zoe: Amazon.co.uk: BooksGreta and the Giants | The Boy Who Grew a Forest: The True Story of Jadav Payeng : Gholz, Sophia,  Harren, Kayla: Amazon.co.uk: BooksThe Boy Who Grew a Forest |
| **Class book** | Super Snail : Dolan, Elys: Amazon.co.uk: BooksSuper Snail | https://www.amazon.co.uk/images/I/61qYt8Q43lL._SX425_BO1,204,203,200_.jpgPoems Aloud | The True Story of the Three Little Pigs: Amazon.co.uk: Scieszka, Jon,  Smith, Lane: 9780140540567: BooksThe True Story of The 3 Little Pigs | The Great Fire of London (How Do We Know About?): Amazon.co.uk: Deborah  Fox: 9781406243659: BooksThe Great Fire of London | Dear Greenpeace : James, Simon: Amazon.co.uk: BooksDear Greenpeace | A Seed Is Sleepy: (Nature Books for Kids, Environmental Science for Kids)  (Family Treasure Nature Encylopedias): Aston, Dianna, Long, Sylvia:  9781452131474: Amazon.com: BooksA Seed is Sleepy |
| **Wider Curriculum theme** | Superheroes and Health Hero’s | Africa – Kenya | Everyday Materials | Use of Everyday Materials | Animals and The Environment | Plants |
| **Reading**  (DR/DSR) In addition to retrieval, inference and word building. | **Predict** what might happen from details stated and implied. | **Summarising** to explain what happened in a story | **Answering Questions** to improve comprehension | **Make** **connections** within books, and to other texts | **Make connections** to the wider world | **Answering Questions** to improve comprehension |
| **SPAG**  Vocabulary, Grammar, Punctuation | Capital letters and full stops | Expanded noun phrases | Use sentences with different forms statement, question, exclamation and command. | Suffixes **–ment**, **-ness**, **-ful**, **-less**, **-ly** | Past and present tense correctly | Using commas in a list and apostrophe for contracted forms/ possessive |
| **ORACY** | Participate | Active listening | Build on ideas | Summarise | Recite | Clarify |
| **Extended writing outcomes** | **Narrative (short story)**  Character description  Sequencing  Retell beginning, middle and end | **Narrative (short story)**  Character description  Sequencing  Retell beginning, middle and end  **Poetry**  To write a poem with a repetitive refrain | **Newspaper report**  Report about ‘The Big Bad Wolf’  Character description | **Narrative (short story)**  Character description  Sequencing  Retell beginning, middle and end  **Non-Chronological report**  Character description  Persuasive argument | **Non-Chronological report**  Character description  Persuasive argument  **Persuasive letter writing** | **Narrative writing -**  Travel Brochure  **Report Writing** |
| **PSHE links** | What helps us grow and stay healthy? | What is bullying? | What jobs do people do?  How people have different strengths and interests that enable them to do different jobs | What helps us to stay safe? | How do we recognise our feelings? | What makes a good friend? |
| **MATHS** | Number –Place Value,  Comparing, Ordering | Addition – Regrouping in 1s/10s  Subtraction –Regrouping in 1s and 10s | Subtraction  Money  Data Handling | Multiplication  Division  Fractions  Time  Length and mass  Shape and pattern | Place Value  Addition and subtraction  Multiplication and division  Volume and capacity | Angles and Turn  Data handling  Fractions  Money |
| **Science** | **Animals including humans**  How can we be health heroes?  – basic needs of animals, the importance of exercise, healthy eating and hygiene | **Animals including humans**  Why do some animals choose to live in Kenya? – Life cycles  **Living Things and habitats** – Living, dead, never alive, habitats,  How animals obtain their food | **Everyday materials** – What material would you choose to build a home? Identify the suitability of everyday materials.  Identify and name a variety of everyday materials  Describe the simple physical properties of the everyday materials  Compare and group them. | **Everyday materials** –  Find out how materials can be changed by squashing, twisting, stretching and bending | **Living things and habitats** – What do animals need to survive? Identify that most living things live in habitats to which they are suited and described how different habitats provide for the basic needs of different kinds of animals and plants.  Food chains | **Plants** – find out and describe how plants need water, light and suitable temperature to grow and stay healthy  Observe and describe how seeds and bulbs grow into mature plants |
| **RE** | Beginning with God | From Advent to Christmas | Being a Sacramental people | From Lent to Easter | Easter to Pentecost | A Godly Life |
| **Computing** | We are TV Chefs  Filming – tablets  Selecting and editing | Scratch Jr  Coding with image – based blocks | We are Newsreaders  Editing iMovie  Sharing | We are Historians  Research  Word Processing | We are E-Book Authors  Adding Photos  Adding Text | Scratch Jr  Record and make sound  Repeat |
| **PE** | Movement – running, jumping, throwing and catching.  Ball games – participate in team games | Develop balance, agility and coordination.  African dance | Develop simple tactics for attacking and defending. | Perform dances using simple movement patterns. | Master movements  Throwing and catching  Participate in team games | Master balance, agility and coordination, and begin to apply these in a range of activities. |
| **History or Geography** | **History**  To know the lives of significant individuals in the past who have contributed to national and international achievements. Florence Nightingale  Mary Seacole | **Geography**  Kenya – describe a place outside of Europe using geographical words | **Human and physical geography:**  Describe and understand key human features including: city, town, village (different housing) factory (make bricks), farm (harvest straw and sticks), house, cottage, flat, shop | **History**  To know events beyond living memory that are significant nationally or globally for example The Great Fire of London | **History**  To know significant historical events, people and places in their own locality.  **Geography**  To use basic geographical vocabulary. | **Geography**  Fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including, sketch maps or plans. |
| **Art or Design** | To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | To use a range of materials creatively to design and make products | Collage – using different materials to design 3 houses for the Three little pigs  3D Papier mache model of the pigs and a wolf | To think of an idea and plan what to do next.  To describe the ingredients I am using. | To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | To look at a range of artists, craft makers and designers, describing the differences and similarities. |