

Subject Coverage Expectations Year 2

NC Subject	Expected coverage for the year group over the Academic Year	Detail the Theme or X-Curricular links	<u>Half Term</u> eg Aut1
English	<p><u>Narrative</u> Story – familiar settings</p> <p>Story – different cultures</p> <p>Traditional fairy tales</p> <p>Fantasy worlds</p> <p><u>Non-Fiction</u> Instructions</p> <p>Explanations</p> <p>Information texts</p> <p>Non-chronological reports</p> <p><u>Poetry</u> Patterns on the page</p> <p>Nonsense rhymes</p> <p><u>At least one book focus per term</u></p>	<p>Where we live</p> <p>Celebrations Kenya</p> <p>Where we live</p> <p>Journeys</p> <p>Seaside</p> <p>Seaside</p> <p>Where we live Kenya</p> <p>Journeys</p> <p>Kenya</p> <p>Seaside</p> <p><u>Year 2 Medium Term English Plans</u></p>	<p>Autumn 1</p> <p>Autumn 2 Spring 2</p> <p>Autumn 1</p> <p>Spring 1</p> <p>Summer</p> <p>Summer</p> <p>Autumn 1 Spring 2</p> <p>Spring 1</p> <p>Spring 2</p> <p>Summer</p>
Maths	<p>All children will cover number and place value, addition and subtraction, multiplication and division, fractions, measurement, statistics, properties of shape and position and direction in every term at a level appropriate to their stage of learning. Please see the medium term plans for each year group for more detailed information.</p>	<p>Where we Live - Statistics Ongoing – traffic survey.</p> <p><u>Year 2 Medium Term Maths Plans</u></p>	
Geography	<p><u>Display Requirements:</u> UK/ WORLD map on display at child friendly height.</p> <p>Name and locate the world’s seven continents and five oceans.</p> <p>Use basic geographical vocabulary (See program of study).</p> <p>Focus on physical features within context of map work (aerial photos, devising simple maps, use and construct basic symbols).</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p>	<p>Journeys Kenya</p> <p>Where we Live Kenya</p> <p>Where we Live Journeys Kenya</p> <p>Where we Live Journeys</p>	<p>Spring1 Spring 2</p> <p>Autumn 1 Spring 2</p> <p>Autumn 1 Spring 1 Spring 2</p> <p>Autumn 1 Spring 1</p>

	<p>**PLUS SKILLS & FIELDWORK area of geography curriculum throughout year. Human and physical geography of surrounding school environment e.g. styles of housing/traffic survey, land use survey - **</p>	Where we Live	Autumn 1
MFL	<p>Teach basic language when the opportunity arises. E.g. numbers to 10, greetings.</p>	International week	Spring 1
Art	<p>Use a range of materials creatively to design and make products.</p>	Celebrations Seaside	Autumn 2 Summer
	<p>Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</p>	Journeys	Spring 1
	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	Where we Live Kenya Seaside	Autumn 1 Spring 2 Summer
	<p>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.</p>	Kenya Seaside	Spring 2 Summer
Religious Education	<p>Displays There are a number of artefacts, posters and photographs which can be utilised.</p> <p><u>Areas that must be covered in teaching.</u> (4 Christianity and 2 Islam)</p> <p>- What is Christian worship? <i>Visit to werrington church</i></p> <p>- Celebrations (Christmas)</p> <p>- How do Muslims worship Allah? <i>Visit to Peterborough mosque</i> (this has been budgeted for)</p> <p>-What message did the prophet Muhammad bring?</p> <p>-Why is the Holy Spirit important to Christians? <i>Local visitor opportunity</i></p> <p>- What are some of the ways in which Christians mark special occasions in the lives of individuals?</p> <p>** Whole plans or specific planning guidance can be found in the RE folder on the server**</p>		
Science	<p>Uses of everyday materials Identify and compare the suitability of a variety of Seaside 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</p>		Summer

	<p>squashing, bending, twisting and stretching.</p> <p><u>Plants</u> 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.</p> <p><u>Animals inc. humans</u> 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). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><u>Living things and their habitats</u> Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro- habitats.</p> <p>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.</p>	<p>Where we Live (use sensory garden and conservation area. Walk to Cuckoos Hollow)</p> <p>Journeys Seaside</p> <p>Where we Live</p> <p>NB: Science week</p> <p>Journeys</p> <p>Where we live- exploring local habitats. Seaside topic- Life Cycle of a seahorse and looking at the features of sea creatures.</p> <p>Where we Live Kenya</p> <p>Seaside – food chains</p>	<p>Autumn 1</p> <p>Spring 1 Summer</p> <p>Autumn 1</p> <p>Spring 1</p> <p>Autumn 1 Summer</p> <p>Autumn 1 Spring 2</p> <p>Summer</p>
<p>P.E.</p>	<p>Swimming is the ONLY compulsory element which can be taught in KS1 or KS2</p> <p>There is a much greater emphasis on skill development rather than learning specific games.</p> <p>Your lessons should cover the following</p> <p><u>FUNDAMENTAL MOVEMENT SKILLS</u></p> <p>Travel, Turn, Jump and Balance</p> <p>And explored through the following <u>PRINCIPLES</u></p> <p>Space, Time, Weight and Flow</p> <p>Dance incorporates these with the addition of</p>	<p>Swimming</p> <p>Gymnastics</p> <p>Gymnastics Dance</p> <p>Country dancing</p>	<p>Summer 2</p> <p>Autumn</p> <p>Autumn Spring</p> <p>Summer 1</p>

	<p><u>GESTURE</u></p> <p>That said we will incorporate these skills through:</p> <p>Gymnastic activities</p> <p>Dance Activities</p> <p>Multi Skills sessions – <u>TARGET GAMES</u></p> <p>There is an increased emphasis on competitive and cooperative physical activities – these can be both against self and others.</p> <p>Key Stage One</p> <p>Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and others) and co-operative physical activities, in a range of increasingly challenging situations, increasingly challenging situations.</p>	<p>Journeys Kenya</p> <p>Games Athletics</p>	<p>Autumn</p> <p>Spring</p> <p>Autumn Spring Summer</p>
<p>Music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Select and combine sounds using the inter-related dimensions of music.</p>	<p>Seaside</p> <p>All are covered in music sessions under the exploration of rhythm & pulse (Autumn term), pitch (Spring term) and then instrumental sounds (Summer term).</p>	<p>Summer</p>

Computing	Switched On Computing		
	Programming on screen	Programming	2.1 We are astronauts
	Exploring how computer games work	Computational thinking	2.2 We are games testers
	Taking, selecting and editing digital images	Creativity	2.3 We are photographers
	Researching a topic	Computer networks	2.4 We are researchers
	Communicating clues	Communication/Collaboration	2.5 We are detectives
	Recording bug hunt data	Productivity	2.6 We are zoologists
			Spring 1- Journeys
			Summer 1
			Summer 2
			Autumn 2
			Spring 2
			Autumn 1 Where we live
PSHE Inc SRE	SEAL Focus		
	New Beginnings Celebrating and appreciating differences, rights and responsibilities, feelings.	Where we live Celebrations	Autumn 1 and 2
	Getting On & Falling Out Being a good friend, why friends fall out, conflict resolution.	Where we live	Autumn1
	Cambs SOW My Emotions: 2A – Emotional Wellbeing recognizing and describing emotions	Journeys	Spring1
	2B - Managing Risk How to feel and keep safe	Where we Live	Autumn 1
	2C - Managing Change changes in friendship groups, loss, changing physical skills, loss	Journeys	Spring1
	Anti- Bullying Week		
	SEAL Going For Goals Aspirational goals, persistence and overcoming frustration	Journeys	Spring 1
	Good to be Me Strengths, how to make others feel good.		
	Cambs SOW Healthy & Safer Lifestyles: 2D - Drugs and their Uses medicines, safety with medicines and substances, alcohol and tobacco		Spring 2
2E - Keeping Healthy, positive use of medicines, role of carers and health professionals, alternatives to medicine		Summer 2	
2F - Identifying & Reducing Risk situations where risky substances are available, asking for advice and saying 'no'.		Spring 2	
SEAL Relationships Close relationships, jealousy and pride, hurt, uncomfortable feelings			
Changes Making changes happen, co-operative group work		Summer 2	
Cambs SOW Keeping Safe 2H – Personal Safety Safe places to play, safe people to be with, dealing with strangers, different types of secrets		Summer 1&2	
Growing and Changing (SRE)			
	Where we Live	Autumn 1	

	<p>1I - How My Body Works & Changes recognizing and naming external body parts, recognizing that humans produce babies, changes since birth</p> <p>1J - Maintaining Personal Hygiene Simple hygiene routines, importance of keeping clean.</p> <p>1K - Changing Emotions and Responsibilities Self-worth and valuing others, responsibility and caring attitudes.</p> <p>Seal Units & Cambs SOW file, plus green & blue resource boxes all stored in Group Room</p>	<p>Journeys</p>	<p>Spring 1</p> <p>Autumn 1</p> <p>Autumn 2</p>
<p>Design Technology</p>	<p>See new scheme of work.</p> <p>Textiles – Templates and joining techniques. Exploring a variety of existing products, looking at how they could make their own. Design, create, evaluate. (e.g. glove puppet, simple fold over bag, fabric place mat, clothes for teddy).</p> <p>Food – Preparing Fruit and Veg. Recap on previous knowledge. Health and safety, how to prepare different fruits. Safe way of cutting, peeling and grating different fruit and vegetables.</p> <p>Mechanisms – Wheels and axles. Exploring a variety of existing products, looking at how they could make their own. Design, create, evaluate.(e.g. push/pull toy, carnival float, shopping trolley, vehicle for book character)</p>	<p>Seaside</p> <p>Where we Live (preparing local fruit and veg)</p> <p>Journeys</p>	<p>Summer</p> <p>Autumn 1</p> <p>Spring 1</p>
<p>History</p>	<p>Lives of significant individuals in the past e.g.Columbus- Elizabeth 1, Queen Victoria, Columbus, Armstrong, Armstrong- Seaside Mary Seacole, Edith Cavell, Pieter Bruegel the Elder and LS Lowry.... Significant historical events, people and places in our own locality.</p>	<p>Journeys</p> <p>Grace Darling-</p> <p>Edith Cavell- Where we Live</p>	<p>Spring 1</p> <p>Spring 1</p> <p>Summer 2</p> <p>Autumn 1</p>