Class: _____

	History – Romans in Britain	W	M	T	**Geography – Spatial Sense**	W	M	T	**Science – The Human Body**	W	M	T	**Art – Colour and shape**	W	M	T
					Autumn 1 – Year 2											
1.	The Roman Empire				My School Site				The skeletal and muscular systems				Primary colours			
2.	Roman Armies and Soldiers				Drawing a map of my school				Exercise				Secondary colours			
3.	The Invasion of Britain and Boudicca				Maps of the local area				Digestive system and healthy eating				Warm and cool colours			
4.	Roman Towns				Using maps to plan a route				Circulatory system				Tints and shades			
5.	Roman Legacy on				Identifying locations on a globe or world map, the equator				Preventing illness				Geometric shapes			
6.									Germs and disease				Organic shapes			

									Science – Living Things in their Environments	W	M	T	**Art – Colour, shape and texture**	W	M	T
					Autumn 2 – Year 2											
1.									Habitats: rainforest, desert, meadow and underground habitats				Cut-outs			
2.									Food chains				Complementary colours			
3.									Oceans and undersea habitats				Organic shapes			
4.									Deep ocean habitats				Composition			
5.									Habitat destruction and damage				Visual texture			
6.																

Class: _____

	Spring 1 – Year 2																
	History – The Tudors	W	M	T	**Geography – The British Isles**	W	M	T	**Science – Electricity**	W	M	T	**Art – Portraits and Self-portraits**	W	M	T
1.	Life in Tudor England				The British Isles and England				Circuits				Portraits v self-portraits			
2.	Henry VIII				Scotland				Conductive and non-conductive materials				Representation in portraits			
3.	The English Reformation				Wales				Safety rules				Proportions of a face			
4.	Edward VI and Mary I				Ireland								Cubism			
5.	Elizabeth I				Comparison with Cape Town											
6.																
	Spring 2 – Year 2																
									Science – Plants	W	M	T	**Art – Landscape and Symmetry**	W	M	T
1.									Seeds and bulbs				What is a landscape?			
2.									Plants and water				Different methods to paint landscapes			
3.									Light				Turner's style			
4.									Temperature				Symmetry in nature and art			
5.									Healthy plants				Temporary art			
6.																

Class: _____

	Summer 1 – Year 2															
	History – Powerful Voices	W	M	T	**Geography – Northern Europe**	W	M	T	**Science – Materials and Matter**	W	M	T	**Art – History Painting**	W	M	T
1.	Gandhi				Countries in Northern Europe				Comparing materials				History painting includes mythological paintings			
2.	Rosa Parks and Martin Luther King				Human and physical features of Northern Europe				Changing materials				Biblical art and historical painting			
3.	Malala Yousafzai				Climate in Northern Europe				Concepts of atom				Narrative art			
4.	Greta Thunberg				Animals found in Northern Europe				Matter				Settings			
5.	Local: David Attenborough				Roald Amundsen				Solids, liquids, gases				Showing different characteristics			
6.									Measurements				Different ways that stories are told			

	Summer 2 – Year 2															
T									**Science – Astronomy**	W	M	T	**Art - Murals and Tapestries**	W	M	T
1.									Our solar system				What is a mural?			
2.									Orbit and rotation				Frescoes			
3.									Sun, moon, planets				What is a tapestry?			
4.									Stars and constellations				Communicating stories and messages			
5.													Composition			
6.																

Class: _____

<table>
<tr><td colspan="10" align="center">Autumn 1 – Year 2</td></tr>
<tr>
<td></td>
<td align="center">Music – Hands, Feet, Heart</td>
<td>W</td><td>M</td><td>T</td>
<td align="center">Religious Education – Harvest</td>
<td>W</td><td>M</td><td>T</td>
<td align="center">Computing – IT around us</td>
<td>W</td><td>M</td><td>T</td>
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<tr>
<td>1.</td>
<td>Listen to South African music and identify instruments and voices.</td>
<td></td><td></td><td></td>
<td>Knowledge: To know what a Harvest is and what is harvested.</td>
<td></td><td></td><td></td>
<td>To recognise the uses and features of information technology</td>
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<td>2.</td>
<td>Sing Hands, Feet and Hearts in groups.</td>
<td></td><td></td><td></td>
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<td></td><td></td><td></td>
<td>To identify the uses of information technology in the school</td>
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<td>3.</td>
<td>Play instruments using up to three notes: G, A & C.</td>
<td></td><td></td><td></td>
<td>Understanding: To understand the importance of harvesting and explore what would happen if farmers didn't harvest?</td>
<td></td><td></td><td></td>
<td>To identify information technology beyond school</td>
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<td>4.</td>
<td>Improvise and compose using: C, D & E.</td>
<td></td><td></td><td></td>
<td></td>
<td></td><td></td><td></td>
<td>To explain how information technology helps us</td>
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<td>5.</td>
<td></td>
<td></td><td></td><td></td>
<td>Reflecting: If I didn't do a job, what would the consequences be?</td>
<td></td><td></td><td></td>
<td>To explain how to use information technology safely</td>
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<td>6.</td>
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<td></td><td></td><td></td>
<td></td>
<td></td><td></td><td></td>
<td>To recognise that choices are made when using information technology</td>
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<tr><td colspan="10" align="center">Autumn 2 – Year 2</td></tr>
<tr>
<td></td>
<td align="center">Music – Ho, Ho, Ho</td>
<td>W</td><td>M</td><td>T</td>
<td align="center">Religious Education – The Christmas Story</td>
<td>W</td><td>M</td><td>T</td>
<td align="center">Computing – Digital Photography</td>
<td>W</td><td>M</td><td>T</td>
</tr>
<tr>
<td>1.</td>
<td>Identify instruments and voices in Christmas music.</td>
<td></td><td></td><td></td>
<td>Knowledge: Know the basic story of Christmas.</td>
<td></td><td></td><td></td>
<td>To use a digital device to take a photograph</td>
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<td>2.</td>
<td>Take part in a class performance of Christmas music.</td>
<td></td><td></td><td></td>
<td></td>
<td></td><td></td><td></td>
<td>To make choices when taking a photograph</td>
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<td>3.</td>
<td>Play instruments with up to three notes: G, A & B.</td>
<td></td><td></td><td></td>
<td>Understanding: Why do people take part in Nativity?</td>
<td></td><td></td><td></td>
<td>To describe what makes a good photograph</td>
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		W	M	T		W	M	T		W	M	T
4.	Copy and clap back rhythms.								To decide how photographs can be improved			
5.					**Reflecting**: Understand that there are many different representation of the story to be found.				To use tools to change an image			
6.									To recognise that photos can be changed			

Spring 1 – Year 2												
	Music – I Wanna Play in a Band	W	M	T	**Religious Education – Forgiveness/ Church**	W	M	T	**Computing – Robot Algorithms**	W	M	T
1.	Listen to Rock music. Identify the instruments and voices.				**Knowledge**: Know that Lent is season when Christians think about forgiveness.				To describe a series of instructions as a sequence			
2.	Participate in a class performance of I Wana Play in a Band.				**Understanding**: Understand that the story of 'The Lost Sheep' is story about forgiveness.				To explain what happens when we change the order of instructions			
3.	Play instruments using up to 3 notes: F, D & C.				**Reflect**: To rewrite the story in our words and its meaning.				To use logical reasoning to predict the outcome of a program			
4.	Improvise and compose simple melodies using F, G & A.				**Knowledge**: Know what a church might like from the outside, and on the inside.				To explain that programming projects can have code and artwork			

Class: _____

		W	M	T		W	M	T		W	M	T
5.					**Understanding**: Understand that Church worship brings people together.				To design an algorithm			
6.					**Reflect**: What brings people together? What do you do together?				To create and debug a program that I have written			
					**Spring 2 – Year 2**							
	Music – Zootime	W	M	T	**Religious Education – Story of Muhammed (PBUH)**	W	M	T	**Computing - Pictograms**	W	M	T
1.	Listen to reggae music. Find the pulse in the music.				**Knowledge**: Know the story of Muhammed well enough to retell to their own words.				To recognise that we can count and compare objects using tally charts			
2.	Participate in a class performance of Zootime.								To recognise that objects can be represented as pictures			
3.	Copy and clap back rhythms. Understand that pitch is high and low sounds.				**Understanding**: Understand that Muhammed (PBUH) is important to Muslims because he is a messenger from Allah.				To create a pictogram			
4.	Improvise and compose using C, D & E.								To select objects by attribute and make comparisons			
5.					**Reflect**: What are the important messages in our lives? Where do we get them from?				To recognise that people can be described by attributes			
6.									To explain that we can present information using a computer			

Class: _____

Summer 1 – Year 2											
	Music – Friendship Song	W	M	T	**Religious Education - Moses**	W	M	T	**Computing – Digital Music**	W	M	T
1.	Decide how to find the pulse in a piece of music.				**Knowledge**: Know the story of 'Moses and the Plagues of Egypt'				To say how music can make us feel			
2.	Sing in two parts.								To identify that there are patterns in music			
3.	Play instruments using up to three notes: C, E and G.				**Understanding**: Understand that the King (and Egyptians) had to face consequences for their actions.				To experiment with sound using a computer			
4.	Improvise and compose using the notes C & D.								To use a computer to create a musical pattern			
5.					**Reflect**: Why is it important to face our consequences? How does it help us become better?				To create music for a purpose			
6.									To review and refine our computer work			
Summer 2 – Year 2											
	Music – Reflect, Rewind and Replay.	W	M	T					**Computing – Programming Quizzes**	W	M	T
1.	Listen to the styles of music covered this year.								To explain that a sequence of commands has a start			
2.	Sing different musical genres and participate in class performances.								To explain that a sequence of commands has an outcome			
3.	Play tuned instruments up to three notes and non-tunes instruments following the rhythm and pulse.								To create a program using a given design			
4.	Improvise and compose simple rhythms and melodies using up to 3 notes.								To change a given design			

Class: _____

					To create a program using my own design			
5.								
6.					To decide how my project can be improved			

D&T – Year 2			
	1. Build a model flood-proof house	**2. Make a Moving Story Book**	**3. Tortillas and Dips**
1.	Design a purposeful, functional and appealing product based on design criteria.	Design a purposeful, functional and appealing product based on design criteria.	Understand where food comes from.
2.	Generate, develop, model and communicate ideas through annotated sketches.	Generate, develop, model and communicate ideas through annotated sketches.	Understand the basic principles of a healthy and varied diet to prepare dishes.
3.	Select from a wide range of tools and equipment	Select from a wide range of tools and equipment	Use a range of tools and equipment to perform practical tasks.
4.	Select from a wide range of materials and components	Select from a wide range of materials and components	
5.	Evaluate their ideas against a success criteria and existing products	Evaluate their ideas against a success criteria and existing products	
6.	Explore how structures can be built so that they are strong, stiffer and more stable	Explore how structures can be built so that they are strong, stiffer and more stable	