



		Year Group: 2				
Theme		A Helping Hand				
		Week 1 Wb 8.1.24	Week 2 Wb 15.1.24	Week 3 Wb 22.1.24	Week 4 Wb 29.1.24	Week 5 5.2.24
Bible Verse		"I can do all things through Him who strengthens me." Philippians 4:13 Big Questions: When have you encouraged someone to try one more time? Did you ever have to try lots of times before something was possible? Have you ever made fun of someone who takes a long time to do things? (year 3 and above)				
Trips/visitors				World Religion Day		Dress up Scientist day
Maths Behind by a few weeks as addition and subtraction taken longer to embed		Day 1: INSET Day 2: Subtraction of 2-digit numbers without exchange Day 3: Subtraction of 2-digit numbers with exchange Day 4: Unit 3 Bar Model – moved to wk 2 lesson 2 Day 5: Pre-unit test on Money	TB 2A Unit 4 Day 1: Recognise coins and counting money Day 2: Counting money – notes Day 3: Counting money – coins and notes Moved to week 4 Day 4: Showing equal amounts of money Day 5: Showing equal amounts of money	Moved to Week 4 Day 1: Comparing amounts of money Day 2: Calculating the total Day 3: Finding change Solving two-step problems TB 2A Unit 5 Day 4: Making equal groups Day 5: Multiplication as equal groups	TB 2A Unit 5 – moved to Spring 2 Day 1: Adding equal groups Day 2: Multiplication sentences Day 3: Using arrays Day 4: 2 times table Day 5: 5 times table	Day 1: 10 times table – moved to Spring 2 Day 2: Solving word problems - multiplication Day 3: End of unit test/SATs paper Day 4: SATs paper 2 Day 5: Address main misconceptions
English	Genre Narrative	Winter's Child (3 wks) 			Coming Home (2 wks) 	
	Implementation	Day 1: INSET Day 2: Make predictions and build vocabulary Hook lesson Day 3: Use subordinating conjunctions linked to images in book	Day 1: Collect vocabulary for setting Chn to collect vocabulary for setting magpieing some words from text Day 2: Share write a setting description Chn to write together a part of the setting description focusing on how to	Whole Week moved to week 4 due to no lesson on day 2 (Science dive) Day 1: Plan and retell the story Chn to sequence main events and write key words Go through what a story consists of Day 2: Share write the beginning	Whole week moved to week 5 Day 2: Make predictions and build vocabulary Hook lesson Day 3: Identify vocabulary that creates effect and identify why it is a narrative Day 4: use subordinate conjunctions	Moved to Wk 1 Spring 2 Day 1: Plan diary Chn to plan the diary of Robins journey by collecting vocabulary for each section including sequencing words Day 2: Share write a diary chn will write together a diary of the Robin's journey from the start

		<p>Chn to use when, that, if, so</p> <p>Day 4: use subordinating conjunctions linked to images in the book</p> <p>Chn to use when, that, if, so</p> <p>Day 5: Identify vocabulary that creates effect Understand what makes it a story</p> <p>Chn to unpick meaning of words using vocab map template</p>	<p>convert adjectives into a sentence and make sure it is not a list.</p> <p>Model comma usage</p> <p>Day 3: Choose another setting and collect vocabulary – moved to Wk 3 day 2</p> <p>Chn to collect vocabulary for setting magpieing some words from text</p> <p>Day 4: Write setting description – moved to wk 3 day 3 Chn to write own setting description focusing on adjectives, commas and not being a list.</p> <p>Day 5: edit and improve setting description Chn to learn how to edit and improve their work by uplevelling</p> <p>use apostrophes – moved to Wk 3 day 1 Chn to be introduced to apostrophes – lesson moved to week 3 day 1</p>	<p>Chn to write together a part of the story focusing on how to convert key words into sentences and model use of full stops, commas</p> <p>Day 3: Write a narrative with setting description Independently Chn to retell story focusing on punctuation, adjectives, conjunctions such as when, that, so</p> <p>Day 4: Write a narrative with setting description Chn to retell story focusing on punctuation, adjectives, conjunctions such as when, that, so</p> <p>Day 5: Edit my work – moved to Monday due to Number day Chn to learn how to edit and improve their work by uplevelling Proof read my work</p>	<p>Day 5: identify features of a diary Chn to understand what a diary is, pick out features of it</p> <ul style="list-style-type: none"> - 1st person narrative - Description of what has happened - Time connectives - Past tense - Describe feelings - Use expanded noun phrases, similes 	<p>Day 3: Plan diary entry 2 Chn to plan the diary of Robins journey by collecting vocabulary for each section</p> <p>Day 4: Write a diary entry PROGRESS WRITE</p> <p>Day 5: Write a diary entry PROGRESS WRITE</p>
	SEND	<p>Day 1: INSET</p> <p>Day 2: Make predictions and build vocabulary</p> <p>Hook lesson</p> <p>Day 3: Create/write sentences with who and what doing</p> <p>Chn to identify who and what doing</p> <p>Day 4: Create/write sentences with who and what doing</p> <p>Chn to identify who and what doing</p> <p>Day 5: Read text and create/write sentences with who and what doing</p> <p>Chn to identify who and what doing</p>	<p>Day 1: Describe a setting Chn to collect vocabulary for the setting</p> <p>Day 2: Share write a setting description</p> <p>Chn to write together a part of the setting description focusing on how to convert adjectives into a sentence</p> <p>Day 3: Describe a setting</p> <p>Chn to collect vocabulary for the setting</p> <p>Day 4: Write setting description Chn to write own setting description focusing on adjectives</p> <p>Day 5: edit work and identify and understand what verbs are Chn to edit work and then identify verbs – lesson moved to week 3 day 1</p>	<p>Whole Week moved to week 4 due to no lesson on day 2 (Science dive) Day 1: Plan and retell the story</p> <p>Chn to sequence main events and act it out, orally rehearsing</p> <p>Go through what a story consists of</p> <p>Day 2: Share write the beginning Chn to write together a part of the story focusing on describe, who and what doing</p> <p>Day 3: Write a narrative with setting description Independently Chn to retell story focusing on punctuation, adjectives</p> <p>Day 4: Write a narrative with setting description Chn to retell story focusing on punctuation, adjectives</p> <p>Day 5: write sentences about a picture – moved to week 5 day 1</p>	<p>Whole week moved to week 5 Day 1: Make predictions and build vocabulary Hook lesson</p> <p>Day 2: Character description Chn to describe the main character using adjectives</p> <p>Day 3: Pick out features of a story Chn to understand what a story is, pick out features of it</p> <ul style="list-style-type: none"> - 3rd person narrative - Description of what has happened - Has characters and setting - Time connectives - Past tense <p>Day 4 and 5: Plan and retell the story</p> <p>Chn to sequence main events and act it out, orally rehearsing</p>	<p>Moved to Wk 1 Spring 2 Day 1: Share write beginning Chn to write together a part of the story focusing on describe, who and what doing</p> <p>Day 3: Write a narrative with setting description Independently Chn to retell story focusing on punctuation, adjectives</p> <p>Day 4: Write a narrative with setting description Chn to retell story focusing on punctuation, adjectives</p> <p>Day 4: Address misconceptions</p>
	Grammar Focus	Focus on adjectives, word classes and commas, conjunctions	Focus on adjectives, word classes and commas, conjunctions	Focus on adjectives, word classes and commas, conjunctions, punctuation	Focus on adjectives, tenses, conjunctions, time connectives	Focus on adjectives, word classes and commas, conjunctions, punctuation

	Spelling	Assessment SEND: revision of phase 2	words ending in kn,gn, wr SEND: ng, nk, ai, ee	words /ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou SEND: igh, oa, oo, oo	Words with /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow SEND: ar, or, ur, ow	Words with /or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si SEND: oi, ear, air,er
Science Scientific Enquiry Knowledge and/or Skill Learning Target	Identifying, Grouping and Classifying Know that carnivores are animals that eat meat, herbivores are animals that eat vegetables and omnivores are animals that eat both. Skills: Identify and classify Activity 1 Never Have I grid Activity 2 Sort animals into groups based on carnivores, omnivores or herbivores	Research Skills: Using secondary resources of information to answer scientific questions Activity Research a Scientist (Awaiting from Nicola)	Pattern Seeking Know that children can be any height Know that we use a metre ruler to measure the height Know that we are looking for patterns in heights Skills: Make measurements or observations to explore situations where there are variables that they can't easily control. Ask questions. Recognise when pattern seeking will help to answer questions. Use equipment accurately to collect observations. Notice simple relationships and links. Record data appropriately and accurately. Recognise simple patterns in results to draw conclusions. KQ: What will you ask? What will you find out? How will you record your findings? Activity Are the oldest children in our school the tallest? Chn to go visit year 6 and measure their height. Chn to find out if they are the tallest or is there anyone else in the school?	Comparative tests (2 lessons that week) Know that exercise is good for you Know that you have a pulse rate which measures your heart eat Know that a fair test is when you only change one variable and everything else stays the same Skills: Observe closely using simple equipment Perform simple tests Use observations and ideas to suggest answers and questions Teaching Why is exercise important for keeping healthy? Ask them to feel their heart whilst they are just sitting still and before exercise. Why do we need to warm up before exercising? Show them the one at room temperature and show them how it stretches without breaking. Then show them the elastic band that has been in the freezer. Activity 1 Chn to carousel around different physical activities. Measure pulse rates Activity 2 Investigate the impact of food on exercise - count how many star jumps you can do in 30 seconds before lunch and do the same after lunch	Observation over time Know that you need food and water to survive Know that the type of food you eat helps your body in different ways Skills: Observe closely using simple equipment Perform simple tests Use observations and ideas to suggest answers and questions Activity KQ: How much food and drink do I have over a week? Chn to keep a food diary of exactly how much food do they eat and how many drinks to they drink	
RE Why should we listen to and remember the stories Jesus told?	RE assessment from Autumn 2	KQ: Why did Jesus tell stories? All children: know that Jesus told stories. Most children: should explain what a parable is. Some children: could begin to explain why Jesus told parables. Vocabulary Bible, builder, wise, foolish, parable, Gospel	KQ: What does Jesus teach about caring for people who are lost? All children: I can retell the story of the Lost Sheep. Most children: I can explain the meaning behind the parable of lost sheep. Some children: I can begin discuss how parables can change the behaviour of believers. Vocabulary Bible, builder, wise, foolish, parable, Gospel	KQ: Why is it important to believers to listen to God? All children: I can retell the story of the parable of the sower. Most children: I can explain the meaning behind parable of the sower. Some children: I can begin discuss how parables can change the behaviour of believers. Vocabulary Bible, parable Kingdom of God, sower, Gospel	KQ: Who is my neighbour? All children: I can retell the story of the parable of the Good Samaritan. Most children: I can explain the meaning behind parable of the sower. Some children: I can begin discuss how parables can change the behaviour of believers Vocabulary Bible, parable Kingdom of God, sower, Gospel	

					Assessment
Seek Joy In Service by being a Force for Positive Change		Petition for no use of plastic			
	Mind-set & Attitude	Inclusivity	Being Allies	Mind-set & Attitude	Taking Action
Computing Research	INSET on Monday	<p><u>WALT: use one word search</u></p> <ul style="list-style-type: none"> - can type in an address for a search engine. - can recognise some information about the returned results - can not share private and personal information <p><u>Vocabulary</u></p> <p>Internet, World Wide Web (WWW), search, search engine, results, Google, Bing, Yahoo, browser.</p>	<p><u>WALT: type an address in the search engine</u></p> <ul style="list-style-type: none"> -type in an address for a search engine. - add the words “for kids” to my search. - can recognise some information about the returned results. - can choose sensible words to search for. - can explain that I need to tell an adult if something makes me uncomfortable online. <p><u>Vocabulary</u></p> <p>Search, results, Google, Bing, Yahoo, browser.</p>	<p><u>WALT: type an address in the search engine</u></p> <ul style="list-style-type: none"> - recognise links on a webpage. - click once to follow a link. - Go back to the previous page or pages. - Look at where a link will take me before I click on it. - Tell an adult if something online makes me feel uncomfortable. <p><u>Vocabulary</u></p> <p>Internet, World Wide Web (WWW), search, search engine, results, Google, Bing, Yahoo, browser, link, web page, back.vocabulary</p> <p>Internet, World Wide Web (WWW), search, search engine, results, Google, Bing, Yahoo, browser, link, web page, back.</p>	<p><u>WALT: take photos</u></p> <ul style="list-style-type: none"> - can choose something to photograph that would be interesting to others. - use a camera to take a photograph. I can explain where my photo is saved - can follow instructions for using the camera safely. - take a photo of my work or a place (I will not take a photo of myself or my friends). - can explain why it is important to think carefully before uploading a photo to the Internet. <p><u>Vocabulary</u></p> <p>Internet, World Wide Web (WWW), blog, picture, image, photograph, post, username, password.</p>
<p>Humanities</p> <p>History</p> <p>KQ: Was Edith Cavell, Florence Nightingale or Mary Seacole a leader in nursing?</p>		<p><u>LT: understand why Florence Nightingale was significant</u></p> <p>Know that FN was a famous nurse born in Scutari in 1820, left England to become a nurse and changed hospital conditions</p> <p><u>Skill:</u></p> <p>Recognise why events happened and what happened as a result</p> <p>Recount the main events from a significant event in history.</p> <p>Use vocab such as in the past, decades ago, century ago (<u>ongoing</u>)</p> <p>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me or a timeline</p> <p>Use books and pictures, stories, eyewitness accounts, pictures,</p>	<p><u>LT: understand why Edith Cavell was significant?</u></p> <p>Know that Edith Cavell was born in 1865, trained to be a nurse, WW1 begins in 1914, Edith treats wounded soldiers at hospital in Belgium even though they were from a triple alliance, she was arrested in 1915 for helping soldiers escape</p> <p><u>Skill:</u></p> <p>Recognise why events happened and what happened as a result</p> <p>Recount the main events from a significant event in history.</p> <p>Use vocab such as in the past, decades ago, century ago</p> <p>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me or a timeline</p>	<p><u>LT: understand why Mary Seacole was significant?</u></p> <p>Know that Mary Seacole travelled to England to volunteer her services to Florence Nightingale but was told they needed no more nurses but Mary new she was being rejected because of her colour; Mary built a hospital</p> <p><u>Skill:</u></p> <p>Recognise why events happened and what happened as a result</p> <p>Recount the main events from a significant event in history.</p> <p>Use vocab such as in the past, decades ago, century ago</p> <p>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me or a timeline</p>	<p><u>LT: understand what made the nurses a leader?</u></p> <p>Know that each of them did something significant</p> <p>Know that Edith Cavell was a leader as she looked after soldiers no matter what nationality they were</p> <p>Know that Florence Nightingale was a leader as she cleaned up all the hospitals and nursing skills was opened up</p> <p>Know that Mary Seacole was a leader because she built her own hospital to help the sick</p> <p><u>Skill:</u></p> <p>Use books and pictures, stories, eyewitness accounts, pictures,</p>

		<p>photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past</p> <p>Use a source – observe or handle sources to answer questions about the past</p>	<p>happened, using a scale the teacher has given me or a timeline</p> <p>Use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past</p> <p>Use a source – observe or handle sources to answer questions about the past</p>	<p>Use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past</p> <p>Use a source – observe or handle sources to answer questions about the past</p>	<p>photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past</p> <p>Use a source – observe or handle sources to answer questions about the past</p> <p>Assessment – double page spread</p>
Music <i>What is opera?</i> <i>MF story</i> <i>Learning MF songs</i> <i>Drama and staging</i>	Lesson 1: What is opera? Learn the song Papageno's Aria. How the body can impact drama and vocal work.	Lesson 2: Meet the characters. Learn the story of The Magic Flute. Finish Papageno's Aria. Stage song using the body and props.	Lesson 3: Compare and contrast. Learn the song Tamino's Aria and start to stage this using movement.	Lesson 4: Rehearse, refine, reflect. Rehearse songs and stagings. Use self and peer assessment to refine.	Lesson 5: Curtain Call. Performances.
PSHE Jigsaw Dreams and Goals	Goals to Success -Know how to choose a realistic goal and think about how to achieve it - Be able to tell you things I have achieved and say how that makes me feel	Learning Strengths -Know that it is important to persevere when I find tasks difficult - be able to tell you some of my strengths as a learner - Recognise their own strengths as a learner	Learning with others - Know how to recognise what working together well looks like -can tell you some of my strengths as a learner - be able to work effectively with a partner - Be able to choose a partner with whom they work well	Have a positive attitude -Know what good group work looks like -Work well in a group to create an end product - express how I feel	Help others to achieve their goals and are working hard to achieve - Know how to share success with other people - know how contributing to the success of a group feels and I am able to store those feelings in my internal treasure chest (proud) - Recognise how it feels to be part of a group that succeeds and store this feeling
PE INDOOR PE - Balancing	INSET on Monday	To develop balance and co-ordination by controlling changes of direction. To change the direction of movements with control. Introduce what a circuit is which is being like a path which is roughly the shape of a circle which starts and ends in the same place Know that you will be using jumping, running. Throwing, leaping, rolling and balancing skills Know that to change direction you plant one foot and use it as a pivot. Know that you should bend your knees slightly and push off from the planted foot to help them run back the other way Know that a leap is when you need to take off from one foot and land on one foot	To develop balance and co-ordination in the context of jumping. Remember what a circuit is and how to change direction and leap Know you can have different types of jumps such as e.g. hop, bunny hop, leap, two-footed, one foot to two feet Know that the heart will beat faster as the body is moving	To develop balance and co-ordination. To master basic movements showing control and accuracy and apply these in a range of activities. Remember what a circuit is and how to change direction and leap Know that the children will need to use an underarm throw as they are only throwing a short distance. Know that they need to think about how hard the beanbag has to be thrown in order for the partner to catch the target Know that you need to watch the target Know that when you roll a ball there has to be control and grip	To develop balance and co-ordination. To master basic movements and apply these in a range of activities by combining more than one skill. Remember what a circuit is and how to change direction, leap, jump and control a ball Know combine means to put more than one skill together. Know that sometimes, we will do the skills at the same time and sometimes, we will do one skill and then another Know what skills will be used for a particular activity

OUTDOOR PE ATTACKING AND DEFENDING	<p>To master basic movements and apply these in a range of activities.</p> <p>To participate in team games, developing simple tactics for attacking and defending, in the context of using space effectively.</p> <p>Know that attacking and defending is a technique used in games where there is a goal</p> <p>Know that attacking is when you and your team use actions and types of movements to try to score a goal.</p> <p>Know to do attacking you work together as a team to move the ball towards the goal.</p> <p>Know in different games, the ball is passed between team members in different ways – by throwing, dribbling or kicking.</p> <p>Know that an attacker or defender uses space to help their team get or keep control of the ball.</p>	<p>To master basic movements and apply these in a range of activities.</p> <p>To participate in team games, developing simple tactics for attacking and defending, in the context of marking players.</p> <p>Remember what attacking and defending means</p> <p>Know that marking is important because it can help to slow down or stop the other team from scoring.</p> <p>Know that having good coordination means that you are able to move your body easily and in the way you want to</p> <p>Know that keeping possession - control of the ball - means that a team has more chances to be able to score a goal.</p>	<p>To master basic movements and apply these in a range of activities.</p> <p>To participate in team games, developing simple tactics for attacking and defending, in the context of defending a space between attacking players.</p> <p>Remember what attacking and defending means</p> <p>Know that defenders try to stop attackers from scoring goals</p> <p>Know that teamwork is very important</p> <p>Know that intercepting a ball is really important because it can help when defending</p> <p>Know that space between the opposite team is very important</p>	<p>To master basic movements and apply these in a range of activities.</p> <p>To participate in team games, developing simple tactics for attacking and defending, in the context of getting past a player successfully.</p> <p>Remember what attacking and defending means</p> <p>Know that dodging is an action where you move quickly to one side.</p> <p>Know that changing direction can help when dodging the opponent</p>	<p>To master basic movements and apply these in a range of activities.</p> <p>To participate in team games, developing simple tactics for attacking and defending, in the context of passing a ball to another player.</p> <p>Remember what attacking and defending means</p> <p>Know that attackers use eye contact, move their body and use their voice to communicate with their team mates</p> <p>Know that Passing is moving a ball or object from one teammate to another.</p>
Art		Begin to layer different medias – felt tips over pastels, ballpoint over charcoal.	Understand the basic use of a sketchbook and work out ideas for drawings.	Understand the basic use of a sketchbook and work out ideas for drawings.	Experiment with the visual elements; line, shape, pattern and colour.