

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PoR Text</b>	Leaf	Claude in the City	Traction Man	One Day on our Blue Planet	Gregory Cool	
<b>Science: Topic</b>	<p>Animals - life cycles and offspring. Food chains</p> <p><i>Investigation: What makes a successful bird feeder? Can we grow a seedling from a seed (plant lifecycles) e.g dandelion/ poppy</i></p>	<p>Materials and their properties (naming materials and recognising them around us) Look at materials that surround Claude.</p> <p><i>Investigation: Which materials can change shape when force is applied?(bending squashing twisting stretching) What material would make a good bed/beret for Claude?</i></p>	<p>Food-groups and healthy eating Living, dead and never been alive (toys in traction man)</p> <p><i>Investigation: what would be a healthy snack for Traction man? What is the best vehicle for traction man to travel in? (investigate distance)</i></p>	<p>Habitats around the world and how animals are adapted to suit them. (larger scale habitats) Recap food chains</p> <p><i>Investigation: How many insects/ plants can we find in different micro habitats? What do plants need to grow well? What is the best volume of water to give a</i></p>	<p>Materials and their properties (recap) Comparing properties and suitability of materials</p> <p><i>Investigation What materials might be used to make Lennox's house?</i></p>	<p>Naming plants in the local environment Observing and describing changes in plants as they grow. Micro habitats (recap food chains)</p> <p><i>Investigation: What is the best volume of water to give a plant (quick growing one!) What do plants need to grow well?</i></p>
<b>Science: Enrichment opportunities and Books</b>	The trouble with Dragons )climate change)			The bee who spoke- Habitats		
<b>Geography: Topic</b>	-Continents and oceans Identify the worlds 7 continents and 5 oceans and locate them on a map/globe. Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.		-Study of a country eg Australia & UK understand geographical similarities and differences through Contrasting human and physical geography of both countries.		-Our School Human and physical features of our school environment and local area  Use atlases and globes. Identify locations of habitats around the world.	

	Relate these to weather patterns in Cromer.		-Our school Location of our school and local area using google earth and maps. <b>Link to Savannah</b> Use simple fieldwork/observations to study the geography of our school. Devise a simple map with a key for a superhero.			
<b>Geography:</b> Enrichment opportunities and books	Field work around school grounds / local area		Making links with another school in another country		Making links with another school in another country	
<b>History:</b> Topic		- Personal timeline, adding in dates too. - The Great Fire of London, Samuel Pepys - looking at his diary to find out about the events that took place during the great fire of London and how things have changed e.g. materials used for houses/buildings, fire alarms, fire fighters etc. - The Gunpowder Plot & Remembrance - also briefly touched on during November.		- Mary Seacole and Florence Nightingale - Find out about how and why they became famous (events that took place in the past). Making comparisons between hospitals now and then (hygiene standards have changed and the impact this has had on hospital conditions today). Looking at how the role of doctors and nurses have changed over time (medicines and immunisations).		- Henry Blogg, history of lifeboats. Using the internet to make comparisons between lifeboats now and then, and why changes have been made overtime.

<b>History:</b> Enrichment opportunities and Books	Invite Alison (sch Governor) to talk about changes in medicine)	Drama and role play of the great fire on the school field, burning of models of London		Visit to Cromer Hospital		*Visit to Cromer Lifeboat Station and Henry Blogg Museum.
<b>Computing:</b> Topic	<p><b>-Online Safety</b> (focus: establishing what we already know. Recapping on school online safety posters &amp; rules for the classrm)</p> <p><b>-Multimedia &amp; Handling Data</b> (focus: purposefully using ICT to use Textease to design an Online Safety Poster)</p> <p><b>-Technology in our lives</b> (focus: recognising why we use ICT in school and at home and why we should use it for short amounts of time, benefits of using technology including finding information, creating, gaming and communicating. Talk about the difference btn online and things in the physical world. Consider using PowerPoint for children to record their ideas and answers related to the things you are learning about in Tech in</p>	<p><b>-Online Safety</b> (focus: understand why online games/social media have age restrictions and to understand what social media is.)</p> <p><b>-Programming</b> (focus: work on programming and understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following instructions. Create and debug simple programmes -Code For Life)</p>	<p><b>-Safer Internet Day</b> (whole school event &amp; parents invited in - reinforcing online safety rules and the importance of age limits on games)</p> <p><b>-Multimedia &amp; Handling Data</b> (focus: purposefully using ICT to create, organise, store, manipulate and retrieve - Andy Warhol Digital Art (Cross Curr link with Art and D.T) Get chn to consider which programme would be best to create their work in.</p>	<p><b>-Online Safety</b> (focus: people that we do not know are strangers- not everyone is who they say they are on the Internet. Be kind, understand that the same rules apply to real life face-to-face relationships as they do to our online relationships.)</p> <p><b>-Multimedia &amp; Handling Data</b> (focus: purposefully using ICT to create, organise, store, manipulate and retrieve using - Design own super hero/create a weather diary. Get chn to consider which programme would be best to create their work in.</p>		<p><b>-Online Safety</b> (focus: understand why personal information needs to be kept private and passwords can be used to protect information and devices.) (focus: understand that people have created the information which we use online and that some information found online may not be true)</p> <p><b>-Multimedia &amp; Handling Data</b> (focus: purposefully using ICT to collect information, organise and store information and also developing keyboard skills) Get chn to consider which programme would be best to create their work in.</p> <p><b>-Programming</b> (focus: consolidate previous learning programming. Also To be able to watch a program execute and if it goes wrong, spot the mistake so that it can be debugged. To be able to predict what will happen for a sequence of instructions - becoming fluent when talking about and describing simple codes/algorithms.</p>

	our Lives.					
<b>Computing:</b> Enrichment opportunities and Books	Throughout the Year Two will use ICT at CJS Use of ipads in other subjects will be ongoing Maths Whizz accessed throughout the year at school and at home - keyboard skills/mouse skills/touch screen and computer confidence/navigation developed throughout Library - Story picture books to support online safety, also there is a lift the flap book on coding for children.					
<b>Art &amp; Design:</b> Topic	- Drawing/Collage and Painting Animal Masks	-Painting & Colour Mixing including lighter & darker tones. Hot & cold colours (Xmas Cards)	-Digital Art/Famous Artists - Bram Vanhaeren - kaleidoscopic designs (maths link shapes) Jason Naylor - positivity and kindness -(PSHE link) Hal Lasko -Pixel painter (landscapes - savannah) Clay Work/Famous Artist Clarice Cliff - Clay pots (Mother's Day).	-Weaving Easter Basket	-Drawing and painting Seascapes (Claude Monet link) -Printing/Pattern Explore types of printing and evaluate art own work (Father's Day Cards).	
<b>Art &amp; Design:</b> Enrichment opportunities and Books	The Big Draw - Drawing Skills		The Big Draw Multicultural Week - Art from another culture. Sculpture		The Big Draw -	
<b>DT:</b> Topic	Sewing ongoing	-Building Bridges (London Bridges) Sewing ongoing	Sewing ongoing	-Design and make a bug Hotel Design and make a vehicle for a superhero. Sewing ongoing	Sewing ongoing	-Designing and making a healthy Sandwich either for today or for henry bloggs' time.

<b>DT:</b> Enrichment opportunities and Books		Invite John Sandsby (sch governor) in to talk about bridges				
<b>PE:</b> Topic	- <u>Games</u> Team Games - <u>Orienteering</u> / problem solving	- <u>Games</u> Attacking & defending skills /competition - <u>GYM</u> Pathways/ Linking movements	- <u>Athletics</u> Jumping & throwing focus - <u>GYM</u> Pathways Parts High & Parts Low	- <u>Athletics</u> Running Cross Country Competition - <u>Real PE</u> Balance/ agility/co-ordination	- <u>Maypole Dancing</u> - <u>Morris Dancing</u> Developing movement patterns	- <u>Swimming</u> Water confidence/stroke technique - <u>Sports Day</u> <u>Activities</u> Team Games and competition
<b>PE:</b> Enrichment opportunities and Books	Healthy Hedgehogs Y2 Sports Club Dave Upton - Map skills N,E,S,W.	Daily Mile	Daily Mile	Daily Mile Y2 Sports Club	Cross Country Event Morris Dancing in the Community	Healthy Living Week Sports Days
<b>Music:</b> Topic	-Singing  Knowing that songs come from different genres; knowing when the pitch and tempo of a song change	-Percussion  Use untuned instruments to vary dynamics, tempo. To keep the beat going in a piece	-Performing (Soundscapes of the savannah) Using music from another country (link with geography - Australia) learn and perform a song or drumming piece, using the conductor to draw everybody together	-Listening to music  Tied in to superheroes Beethoven and his works; Stevie Wonder and his songs Knowing that music is different when live / recorded and that it changes throughout history	-Improvising  Using body percussion and percussion to perform pieces Recording their music using symbols so that it can be played again	-Performing  Playing tuned instruments to create music with a mood, e.g. sad, exciting, calm  Commotion in the Ocean
<b>Music:</b> Enrichment opportunities and books	Singing & Performing - Harvest Festival Ongoing Class assemblies	Singing & Performing - Christmas Performance				Singing & Performing - The Big Sing The Leavers Assembly
<b>Rel &amp; Health Ed:</b>	PANTS (NSPCC materials) To know the	PATHS (PSHE objectives ongoing)	PATHS (PSHE objectives ongoing)	PATHS (PSHE objectives ongoing)	PATHS (PSHE objectives ongoing)	PATHS (PSHE objectives ongoing)

Topic	<p>difference between happy surprises and secrets. To know how to keep themselves safe</p> <p>To know how to get help when needed.</p> <p>PATHS (PSHE objectives ongoing)</p>	<p>To know the concept of money and understand the difference btw wants and needs (Claude link-berets bought)</p> <p>To know that jobs help people to earn money to pay for things (Claude link-burglar)</p>	<p>To recognise and respect the differences and similarities btw themselves and others</p> <p>To recognise what we are good at/strengths in themselves and others including those in the community (superheroes link)</p>	<p>To recognise risk (road, fire and water)</p> <p>To know how to get help in an emergency (calling 999)</p> <p>To know about immunisations and that they can help to protect us.</p>	<p>To know the differences btw bullying and hurtful behaviour.</p> <p>To know how to work and play with others cooperatively.</p> <p>To know that they are in charge of their own behaviour.</p>	<p>To set simple goals (yr 3 prep)</p> <p>To know different ways of keeping healthy (Greg Cool link healthy eating/exercise/metal health)</p> <p>To know the importance of good dental care (brushing teeth and visiting dentist)</p>
<b>Rel &amp; Health Ed:</b> Enrichment opportunities and books	PATHS books (Twiggle books) ongoing	Claude -Was Claude right to pretend to be a doctor? (white lies) Other 'Claude' books in series.	Traction Man Visits from people within the community (nurses/doctors/firemen/life or coast guard)		Gregory Cool PSHE texts to show various family 'set ups'	
<b>RE:</b> Topic		Why is light an important symbol for Christians? Theology	How do Jewish people celebrate Pesach? Human/social sciences	What does the Cross mean to Christians? Theology	Why do people have different views about God? Philosophy	How do Christians belong to their faith family? Human social sciences
<b>RE:</b> Enrichment opportunities and books		Divali big book Watch Christmas sch play (nativity)	The Prince of Egypt (film) Virtual visit from a member of Norwich Jewish association	Children's Bible	Children's Bible Humanism websites and virtual meet from a humanist.	Children's Bible