YEAR 2 THEME	Who Lives In A House Like This?		Knights, Dragons and Castles	Superheroes	What's in my Lunchbox?	Explorers and Journeys
YEAR 2 T4W linked LINKED TEXTS	The Three Little Pigs	Poems about Animals	The Boy who grew dragaons	Florence Nightingale	How did that get in my lunchbox?	Paddington Bear
YEAR 2 Extended Curriculum Reading List: authors	Michael Rosen		Enid Blyton		Roald Dahl	
	Throughout the year from EYFS-Year 3: Vashiti Harrison Carole Boston Weatherford Yangsook Choi Linda Sue Park					
Unit theme SCIENCE	Materials	Living things and their habitats	Living things and their habitats	Animals including humans	Plants	Animals including humans and re-cap materials
Significant people SCIENCE	Charles Macintosh (rainwear)	Temple Grandin		Steve Irwin	George Carver Clerk	

NATIONAL CURRICULUM OUTCOMES SCIENCE	Throughout the year: • observe and describe how seeds and bulbs grow into mature plants WS -Use their observations and ideas to suggest answers to questions (the growth of a variety of plants as they change over time from a seed or bulb) *Use the local environment to observe how different plants grow.* *Requirements of plants for germination, growth and survival as well as the process of reproduction and the process of growth in plants*					
	• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses WS – observing closely Identifying and classifying Gather and record data to help in answering questions *Materials can be used for more than one thing (metal can be used for coins, cans, cars and table legs – wood can be used for matches, floors and telegraph poles).* *Different materials can be used for the same thing (spoons –*	• 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 *habitat = a natural environment or home of a variety of plants and animals* *e.g seashore, woodland, rainforest, ocean* • identify and name a variety of plants and animals in their habitats, including microhabitats WS – use observations and ideas to answer questions Identify and classify *habitat = a natural environment or home of a variety of plants and animals* *micro habitat= a very small habitat for woodlice under stones, logs, leaf*	• explore and compare the differences between things that are living, dead, and things that have never been alive *Alive – grow, breathe, needs water/food* WS – identifying and classifying Gather and record data (using charts) to help in answering questions Using observations and ideas to suggest answers to questions – e.g. is a flame alive? Is a deciduous tree dead in winter? *All living things have certain characteristics which keep them alive and healthy.* *Become familiar with life processes that are common to all living things.*	• notice that animals, including humans, have offspring which grow into adults *Process of reproduction and growth in animals (not expected to know how reproduction happens)* *The following examples: egg, chick, chicken. Egg, caterpillar, pupa, butterfly. Spawn, tadpole, frog. Lamb, sheep. Baby, toddler, child, teenager, adult.* WS – observe closely using simple equipment (watching videos, photos) • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) WS – using observations and ideas to offer answers to questions • describe the importance for humans of exercise,	find out and describe how plants need water, light and a suitable temperature to grow and stay healthy WS- Perform simple tests (comparative to show that plants need light and water to stay healthy) WS - Gather and record data to be able to answer questions *seeds and bulbs need water to grow but most do not need light, seeds and bulbs have a storage of food inside them.*	• 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 *Construct food chain – e.g, grass □ cow □ human* WS – identify and classify

	plastic wood or metal but not glass). *Properties of materials make them suitable or unsuitable for particular purposes.* *(people who have developed useful new materials: Charles Mackintosh, John McAdam and John Dunlop).* • **find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching**	*litter, stony path or under bushes.* *Describe the conditions in different habitats and how the conditions affect the number and types of plants/animals which live there* *Explore the local environment and observe how living things depend on each other for example, plants serving as a source of food and shelter for animals.*		**eating the right amounts of different types of food, and hygiene** **WS –** using observations and ideas to offer answers to questions		
Curriculum linked texts:		Polar Animals Nature Trail: Park, Wood		In the Garden (Year 1 and 2)		Food Webs-River Food Webs -Ocean Food Webs-Desert Food Webs- Grassland Food Webs-Mountain
Significant people HISTORY			William The Conqueror (Hadleigh Castle)	Florence Nightingale Mary Seacole	Marcus Rashford	Christopher Columbus Amelia Earhart
Black History	Mary Seacole					

NATIONAL CURRICULUM FOCUS HISTORY			Significant historical events, people and places in their own locality.	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods		Events beyond living memory that are significant globally (the first aeroplane flight) The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
Curriculum linked texts:			See inside Castles	Florence Nightingale		
Significant people GEOGRAPHY		Alfred Wegener (continents and oceans)	William Thomson (compass)			
	Recap throughout the year: Identify the countries of the UK, its cities and surrounding seas/Name and locate the world's 7 continents and five oceans					
NATIONAL CURRICULUM FOCUS GEOGRAPHY OUTCOMES	Recap band 1: Identify the countries of the UK, its cities and surrounding seas	Name and locate the world's 7 continents and five oceans Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage Location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Key physical features, including: coast, ocean, valley, vegetation Key human features, including: village, factory port and harbour Use aerial photographs and plan perspectives to recognise landmarks and basic		Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Canvey vs Tanzania)	

			human and physical features Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map Devise a simple map; and use and construct basic symbols in a key. use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.			
Curriculum linked texts:						Great Explorer
Significant people DT			Architect: Henry Yeverley		Chef: Gino D'Acampo	Mechanic: Amy Johnson
NATIONAL CURRICULUM FOCUS DT			**Area:** Structures **Skill:** Safely measure, mark out, cut and shape materials and components using scissors and rulers.		**Area:** Nutrition **Skill:** Cutting, chopping grating	**Area:** Mechanisms **Skill:** Explore and use mechanisms e.g. levers, sliders, wheels and axles.

Significant people ART	Artist: Henri Rousseau		Artist: Henri Matisse				Artist: Chuck Sperry					
NATIONAL CURRICULUM FOCUS ART	**Area:** Drawing and Painting **Skill:** Experiment with tones using paint.		**Area:** Collage **Skill:** Make textured collages from a variety of media and by folding, crumpling and tearing materials.				**Area:** Effect **Skill:** Use fabric printing using a silk screen.					
Significant Person MUSIC	*Throughout the year:* John Williams											
NATIONAL CURRICULUM FOCUS MUSIC	**Hands, Feet, Heart (Charanga Unit 1)** Style: Afropop, South African		**Ho Ho Ho (Charanga Unit 2)** Style: A song with rapping and improvising for Christmas		**I Wanna Play In A Band (Charanga Unit 3)** Style: Rock		**Zootime (Charanga Unit 4)** Style: Reggae		**Friendship Song (Charanga Unit 5)** Style: Pop		**Reflect, Rewind and Replay (Charanga Unit 6)** Style: Classical	
Significant People PE	Jermary Lynch	Simone Biles	Mo Farrah	Simone Biles	Heather Watson		Roger Federer		Birgit Prinz	Usain Bolt	Mithali Raj (female cricketer)	Brinn Bevan
NATIONAL CURRICULUM PE	**CM**- Ball skills	**Class teacher**- Gymnastics	**CM**- fundamentals	**Class teacher**- Gymnastics	**CM**- Net and Wall	**Class teacher**- Dance	**CM**- Sending and receiving	**Class teacher**- Dance	**CM**- Invasion	**Class teacher**- Athletics	**CM**- striking and fielding	**Class teacher**- Gymnastics

Significant People PSHE				Ada Lovelace	Jamie Oliver	
NATIONAL CURRICULUM PSHE	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Significant People COMPUTING	Tim Berners-Lee - WWW		ADA LOVELACE - Algorithms		FRANCES ELIZABETH "BETTY" HOLBERTON – multi purpose computer	
NATIONAL CURRICULUM COMPUTING	E safety PM 2.2 Include CEOP lessons	Questioning PM 2.4	Coding PM 2.1 **Crash course** *-repeat* *-timer* *-debugging*	Coding PM 2.1 - **Normal course**	Presenting PM 2.8 Apply presenting skills	
NATIONAL CURRICULUM RE	Special people in the community	Special places in the community Christianity Christmas (Harvest)	Special words and stories	Special things in nature Easter	Special symbols and objects	Special ways of living.