

Y2	Autumn 1	Spring	Summer
Themes	Splendid seasons	Important people	Mini and mighty beasts
Communication	Intrinsic across the curriculum + 2 Communication groups each week		
Books and stories	Traditional tales and fairy tales	Instructions	Texts with predictable patterns
		Information Texts	Rhyming Stories
			Recounts
	Non fiction- linked to LC themes		
Reading	Daily sessions Individual and group sessions- include objects, pictures, symbols, book knowledge and phonics where appropriate  Group activities e.g. sensory stores or phonics Book corner with books related to topic, interest Teaching of objects, photos and symbols   everyday interactions		
Words and sounds	Word level- understanding objects, pictures, symbols and words. Whole word reading, phonics		
Recording	Fine motor skills, mark making, handwriting, talk for writing, IT recording, drama, role play, small world		
Thinking Skills/Maths	Matching and sorting	Sequencing	Counting
	Comparing things	Problem solving	Position
			Matching and sorting
			Sequencing
			Problem solving
			Counting
			Comparing things
Science	Seasonal changes - Weather and water Observing changes in seasons	Everyday Materials  Sorting, texture, descriptions, usage	Plants and animals in the local environment  Habitats

					Animals in the environment- mini beasts, other animals – what do they need to survive	
Working scientifically: Making observations, using simple equipment						
Art	<ul style="list-style-type: none"> <li>Weather art, use of natural materials</li> <li>Observing the environment around us</li> <li>Shapes, colours and patterns: kites, snowflakes, puddles – using water and colours to make paintings</li> </ul> <p>Artists:</p> <ul style="list-style-type: none"> <li>Andy Goldsworthy (use of natural materials in sculpture)</li> </ul> <p>Claude Monet (landscape images of countryside)</p>		<p>Portraits – self portraits Portraits of others Photography- to turn into a gallery- focus on taking pictures, posing etc.</p> <p>Artists: Chris Jackson- Royal photographer</p> <p>Famous artists of portraits:</p> <p>Van Gogh Edvard Munch</p>		<ul style="list-style-type: none"> <li>Representations of nature including sculpture</li> <li>Animal prints – repeating patterns</li> </ul> <p>Artists: Henri Matisse- The Snail -Drawing spiral snails - collage snails- replicating print - sculpt snails (clay)</p> <p>Alan M Hunt Richard Symonds -wildlife paintings/drawings</p>	
DT	<ul style="list-style-type: none"> <li>Where does food come from?</li> <li>Tasting different foods</li> <li>Sensory experiences of food and cooking tools</li> <li>Products that fly in the wind – exploring kites – materials, uses of materials</li> </ul>		<ul style="list-style-type: none"> <li>Inventions – exploring different materials</li> <li>Exploring products used in everyday life and invented by designers</li> <li>Products important in our daily lives</li> </ul>		<ul style="list-style-type: none"> <li>Birdboxes, feeders or Bug hotels – what are these used for? What are they made from? Exploring wood and natural materials</li> <li>Products linked to encouraging wildlife to the city – such as a bird box, bird feeder, growing bed, or another idea that uses wood.</li> </ul>	
Music	Composing and pitch	Appraising and instruments	Performing and dynamics	Composing and duration	Texture and Listening	Appraising and tempo
Understanding the world/Humanities	Geography: Weather around the world - hot/cold areas of the world	History: Bonfire night, the Gunpowder and Guy Fawkes	History Important people in my own family, immediate people in the community,	Geography - Following a route around school	History: Dinosaurs Fossils and bones – showing us	Geography Farming - Farm animals - Visit a farm

	Changing seasons. Use of globes – where is hot and cold? Do people live where it is hot / cold?	Divali and the festival of light – the story of Rama and Sita	people who help us  Important people in the past, sequencing what they achieved	- Types of buildings in the local area- fire stations/hospital  – use of the local area. Physical and human features.	what the past was like	Features of the countryside and features of the city Minibeasts/Outdo or learning of habitats and environments
RE	My self- Who am I?  Religious festivals	Religious clothing  Special books and stories	What do the creation stories teach us?  A place to belong- The Gurdwara			
PSED / PSHE / RHE	<b>Caring Friendships</b>  Respectful friendships  Online relationships  New beginnings- being part of a group  Friendships	<b>Community and the wider world</b>  People who are important in the community  <b>Feelings</b>  Mental Health and wellbeing  How do I feel? Labelling emotions	<b>Mental Health and wellbeing</b>  'I can' Things I can do, things I have achieved  <b>Families and people who care for me</b>  Who is in my family?  Being safe			
Computing	Computing will be taught throughout subjects where appropriate. Where computing is taught, it will be highlighted on teachers planning. Units to be covered are:					
Multi media	Basic skills of ICT	Programming computer science	E safety	Digital literacy		
PE	Climbing, balancing  Throwing and catching	Throwing, jumping and running  Cooperation games, paired games	Small apparatus  Bikes and wheeled toys			

Yoga as part of curriculum offer

Forest schools- and Swimming