

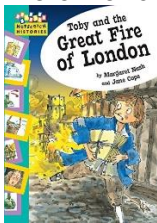

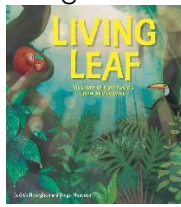
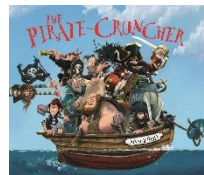


Year 2	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Key themes	Heroes/Famous people	Living things and their habitats	Great Fire of London/Materials	Identity	Plants	Oceans
Core text	Mary Seacole 	Katie Morag Island Stories 	Toby & the Great Fire of London 	Paperbag Princess 	Living Leaf 	Pirate Cruncher 
Writing outcome	Explanation text	Narrative	Recount	Newspaper article	Scientific write	Diary
Curriculum links	<p><b>History &amp; Geog:</b> BHM Mary Seacole's life and where she came from (Jamaica)</p> <p><b>Art &amp;DT:</b> portraits – different mediums for texture (drawing)</p> <p><b>STEM:</b> sorting and classifying, collecting and presenting data – tally charts</p> <p><b>Computing</b> - Staying safe online (understand the need to be respectful online) – build on Y1 PSHE</p> <p><b>PSHE:</b> Physical health and wellbeing - What keeps me healthy?</p> <p><b>Maths:</b> White Rose</p>	<p><b>Geog:</b> The United Kingdom</p> <p><b>STEM:</b> sorting and classifying, collecting and presenting data – tally charts</p> <p><b>Computing</b> - Branching databases (identifying features of animals and habitats using J2Data)</p> <p><b>Art &amp;DT:</b> designing &amp; creating a bug hotel</p> <p><b>PSHE:</b> Mental health and emotional wellbeing - Friendship</p> <p><b>Maths:</b> White Rose</p>	<p><b>History:</b> The Great Fire of London</p> <p><b>STEM:</b> Computing - (sequence and programming – J2Code)</p> <p><b>Art &amp;DT:</b> creating models of Tudor housing &amp; how to keep them safe (sculpture)</p> <p><b>PSHE:</b> Relationships and health education - Boys and girls, families</p> <p><b>Maths:</b> White Rose</p>	<p><b>History:</b> Queen Elizabeth II</p> <p><b>Computing</b> - Graphs and charts (collect data and create pictograms - JiT)</p> <p><b>Art &amp;DT:</b> collaging for storyboard and retelling</p> <p><b>PSHE:</b> Relationships and health education - Boys and girls, families</p> <p><b>Maths:</b> White Rose</p>	<p><b>Geog:</b> Weather</p> <p><b>STEM:</b> measuring plants, sorting and classifying different types of plants</p> <p><b>Computing</b> - Word document (research and create word document about plants)</p> <p><b>Art &amp;DT:</b> sketching different stages of plant growth</p> <p><b>PSHE:</b> Keeping safe and managing risk - Indoors and outdoors</p> <p><b>Maths:</b> White Rose</p>	<p><b>Geog:</b> Oceans</p> <p><b>STEM:</b> position and direction (beebots)</p> <p><b>Art &amp;DT:</b> treasure map creation</p> <p><b>PSHE:</b> Drug, alcohol and tobacco education - Medicines and me</p> <p><b>Maths:</b> White Rose</p>

<b>Skills</b> <i>Use appropriate progression maps to support</i>	<ul style="list-style-type: none"> <li>- Locate Jamaica on a map</li> <li>- Look at distance from UK</li> <li>- Plot key dates on a timeline</li> <li>- Organise key information</li> <li>- Use artefacts to gain knowledge and insight</li> </ul>	<ul style="list-style-type: none"> <li>- Use world maps, atlases and globes to identify the UK and it's countries as well as the countries, continents and surrounding oceans</li> </ul>	<ul style="list-style-type: none"> <li>- Create timeline of the main events</li> <li>- Use primary sources to learn about things that happened in the past</li> <li>- Think about the impact things from the past have had on today</li> </ul>	<ul style="list-style-type: none"> <li>- List the main events of Queen Elizabeth II's life on a timeline</li> </ul>	<ul style="list-style-type: none"> <li>- Label common weather symbol</li> <li>- Label common extreme weather symbols</li> <li>- Observe and record weather</li> <li>- To compare and contrast</li> </ul>	Locate oceans – Arctic, Atlantic, Pacific, Indian, Southern
<b>Knowledge</b>	<b>History: Mary Seacole</b> <ul style="list-style-type: none"> <li>• Mary Seacole was a nurse.</li> <li>• She was excluded because of the colour of her skin.</li> <li>• She was from Jamaica.</li> <li>• MS travelled to Crimea to help soldiers.</li> <li>• She wrote her own book</li> </ul> <b>Geography:</b> <ul style="list-style-type: none"> <li>• Where Jamaica is in relation to the UK</li> <li>• What continent Jamaica is on</li> <li>• What the climate is like in Jamaica</li> <li>• The culture of Jamaica – food, music</li> </ul> <p><b>Key vocab:</b> significant, legacy, influential, conditions, improved, emigrate</p>	<b>Geography: The UK</b> <ul style="list-style-type: none"> <li>• Name the four countries of the United Kingdom</li> <li>• Locate the countries of the UK</li> <li>• Name the capital cities</li> <li>• Identify the flags of each country of the UK</li> <li>• Understand the difference between a physical and a human feature</li> <li>• Identify key physical and human features of each country</li> <li>• Name the surrounding seas</li> <li>• Understand the difference between rural and urban areas</li> </ul> <p><b>Key vocab:</b> united, union, monarchy, democratic, government, population, emblem,</p>	<b>History: The Great Fire of London</b> <ul style="list-style-type: none"> <li>• The Great Fire of London happened between 2-5 September in 1666.</li> <li>• The fire began in a bakery in Pudding Lane.</li> <li>• The fire was put out using fire buckets a&amp; by pulling down houses</li> <li>• The fire spread quickly due to the wind and because the houses were made out of wood</li> <li>• That the fire service was set-up after this happened</li> </ul> <p><b>Key vocab:</b> decades, congested, flammable,</p>	<b>History: Queen Elizabeth II</b> <ul style="list-style-type: none"> <li>• When and where Queen Elizabeth II was born (April 26<sup>th</sup> 1926 in London)</li> <li>• Name her children</li> <li>• Describe some of the activities she takes part in (visiting other countries, welcoming important visitors to Britain)</li> <li>• Explain some of the traditions she has begun – Christmas message</li> <li>• Explain what the Commonwealth is</li> <li>• That she is the leader of the Church of England</li> </ul> <p><b>Key vocab:</b> monarch, coronation, decade, government, political, tradition</p>	<b>Geography: Weather</b> <ul style="list-style-type: none"> <li>• Explain that weather is the way the air and the atmosphere feels (temperature, wind, different conditions – raining, snowing, hailing)</li> <li>• Explain different weather types – heatwave, drought, monsoon, blizzard, tornado, cyclone</li> <li>• Compare &amp; contrast 3 different extreme weather types</li> <li>• Compare &amp; contrast the weather of all four seasons</li> </ul> <p><b>Key vocab:</b> symbols, frequently, physical process,</p>	<b>Geography: Oceans</b> <ul style="list-style-type: none"> <li>• Name the oceans - Arctic, Atlantic, Pacific, Indian, Southern</li> <li>• That about 71% of the Earth's surface is water</li> <li>• Pacific Ocean is the largest ocean</li> <li>• Name some of the minerals found in the Arctic (coal, iron ore, zinc, lead, nickel, precious metals, diamonds and gemstones)</li> </ul>

		peak, tourism, rural, urban	architects, eyewitness, extract		atmosphere, technique	
<b>Creative outcome</b>	Produce an 'information centre' about Mary Seacole, her life and impact on today	D&T bug hotel design, citizen science – how affects local area	Design 1600s' house, fire-proof materials, measuring materials	Using collaging to create a story board for retelling	Information leaflets/presentation of findings	Make treasure map for beebots to navigate
<b>Cultural capital :</b>	Museum of London	Coastal trip	Tower of London	Trip to Buckingham Palace/Tower of London	Local park/forest trip	
<b>Science Theme</b>		Living Things and their habitats	Uses of Everyday Materials Different materials Properties of materials	Uses of Everyday Materials	Plants	
<b>Suggested text &amp; Writing outcome</b>		<b>Books:</b> The Big Book of Blue <b>or</b> The Big Book of Bugs  Dougal's Deep Sea Diary <b>or</b> Diary of a Fly  <b>Writing outcome:</b> Explanation text (build on prior learning)	<b>Books</b> Three Little Pigs  <b>Writing outcome:</b> instructional (build on prior learning)	<b>Books</b>  <b>Writing outcome:</b> Experiment write-up	<b>Books:</b> Eddie's Garden: and how to make things grow  Oliver's vegetables  The Little Gardener  <b>Writing outcome:</b> Experiment write-up	