

## English

**The Owl who was afraid of the Dark** by Jill Tomlinson

**The Day the Crayons Quit** by Drew Darwell

Recognise key themes within a text, linked to familiar and some unfamiliar stories.

Retell a familiar story, referring to most of the key events and characters.

Discuss words and phrases in a text

Consistently use 'and' or 'but' to join sentences.

Use and identify statements, questions, exclamations and commands.

Use the past and present tense verbs correctly.



**The Building Boy** by Ros Montgomery and David Litchfield

**Malala's Magic Pencil** by Malala Yousafzai

Understand why a writer has written a text.

Know how non-fiction texts are structured and refer to the key features – explaining their purpose.

Use subordinating conjunctions such as: when, if, that, because.

Use adjectives to add information about a noun.

Use a string of capital letters for effect.

Begin to use apostrophes for contractions and for possession.

Begin to use commas in a list.

## Maths

### **Multiplication & Division**

Recognise and make equal groups

Add equal groups

Introduce the multiplication symbol

Use arrays

Make equal groups by both grouping and by sharing

Know the 2, 5 and 10 times table

Divide by 2, 5 and 10

Doubling and halving

Odd and even numbers



**MULTIPLICATION  
DIVISION**

## Year 2 Terms 3 and 4

### **Money**

Count money in pence and in pounds

Choose notes and coins

Make the same amount in different ways

Compare amounts of money

Calculate with money

Make a pound using pence

Find change



### **Length, height**

Measure in centimetres and metres

Compare and order lengths and heights

Use the four operations with length and height

## Science

### **Animals including Humans**

The children will find out about the life cycles of some animals, observing animals growing over a period of time e.g. chicks, caterpillars, a baby.

They will ask questions of a parent about how they look after their baby and ask pet owners questions about how they look after their pet.

They will explore the effect of exercise on their bodies and classify food in a range of ways, including using the [Eatwell Guide](#).



The children will investigate the best ways to get their hands clean.

### **Living things and their habitats**

Children will learn about living things and their habitats across the year.

Explain how different habitats provide for different kinds of animals and plants.

Name some plants and animals in their habitats.

Research and explain how animals obtain food from plants and other animals.



## RE

### **HUMANISM**

#### **Who are Humanists and how do they live?**

The children will explain who humanists are

They will describe what humanists believe makes us special

They will know that being happy is really important to humanists

They will understand that there are different ways to be happy, and be able to explain the difference between reason and empathy.

They will know that humanists celebrate key moments in their lives.



### **SALVATION**

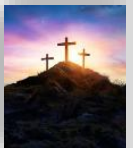
#### **Why does Easter matter to Christians?**

Recognise that Salvation is part of the 'Big Story' of the Bible.

The children will recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.

They will be able to tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).

The children will give examples of how Christians show their beliefs about Jesus as saviour in church worship.



## History

The lives of significant individuals in the past who have contributed to national and international achievements.

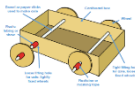
**Activists: Emily Davison, Rosa Parks & Malala: How did they use their voice to make a change?**

The children will learn what an activist is and how they try to bring about change. Children will learn about three different activists and why they were motivated to bring about change. They will learn about the actions they took and the difficulties that they faced. They will learn about chronology as they timeline key events in their lives.



## Design Technology

### **MECHANISMS Wheels & Axles**



Children will explore and evaluate a range of wheeled products such as toys and everyday objects.

They will draw an example of a wheeled product, stating the user and purpose, and label the main parts e.g. body, chassis, wheels, axles and axle holders.

They will read stories and non-fiction books that includes wheeled products.

The children will design and build their own wheeled vehicle for a character from a book.

## PE

### **Invasion Games      Net & Wall Games Gymnastics**

The children will understand that scoring and stopping goals are attacking & defending skills.

They will learn how to gain possession, mark an opponent & employ different tactics.

They will develop ball skills with their hands & racket and practice playing with a partner.

The children will create & perform gymnastic shapes, balances & travelling actions. They will develop & refine rolling techniques.

## Computing

### **Data & Information Pictograms**

The children will recognise that we can count and compare objects using tally charts.

They will recognise that objects can be represented as pictures and create a pictogram, presenting information using a computer.



## Year 2 Terms 3 and 4

## Geography

### **Why is our world wonderful?**

The children will learn to identify and locate characteristics of the UK on a map. They will identify and locate human and physical features on maps and in the local environment.

The children will name and locate the five oceans on a world map and be able to explain the difference between seas and oceans.

They will use an aerial photograph to draw a simple sketch map of a local area. Collect data by sketching findings on a map and completing a tally chart and a bar chart.



## Music

### **Contrasting dynamics (Space)**

*Key Focus: Dynamics, composition & performance.*

#### **Pupils should be taught to:**

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Play tuned and untuned instruments musically.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

## PSHE

Activities & Discussion about:

### **Safety & the changing body**

Communicating online  
Secrets and surprises  
Privacy and appropriate contact  
Differences  
Male & Female Animals  
Naming Body Parts  
Staying safe with Medicine

### **Citizenship**

Rules beyond school  
Our school environment  
Similar yet different- my local community  
Giving my opinion



## Art

### **Drawing Colour, Line, Shape**



The children will explore how colour is used to evoke feeling within pictures.

They will explore the formal rules of the use of colour in drawing, considering light & dark, warm & cold colours.

They will examine how artists such as Britto and Matisse have used colour in their drawings.

They will consider the impact of bold lines in Britto's work and use these as they produce their own work.