

<b>Topic/ Question</b> <b>Year Two</b>	<p style="text-align: center;"><b>India</b></p> <p style="text-align: center;">How does Swindon compare to New Delhi and CHembokoli</p> <p style="text-align: center;">Or</p> <p style="text-align: center;">How does Swindon compare to Kampala?</p>	<p style="text-align: center;"><b>Lost in Space</b></p> <p style="text-align: center;">How does man walking on the moon affect my life?</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">How does an apple falling on Isaac Newton's head affect my life today?</p>	<p style="text-align: center;"><b>Polar Explorer</b></p> <p style="text-align: center;">What challenges do Polar explorers experience?</p>	<p style="text-align: center;"><b>Rainforests</b></p> <p style="text-align: center;">How is the climate and ecosystem in Taw Hill different to the Amazon?</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">How is the climate and ecosystem in Taw Hill different to Australia (coral reef?)</p>	<p style="text-align: center;"><b>Great Fire of London</b></p> <p style="text-align: center;">What was life like for Londoners in 1666?</p> <p style="text-align: center;">Alternative Topic – The first air flight OR The Great Exhibition</p>	<p style="text-align: center;"><b>Brunel</b></p> <p style="text-align: center;">How has Brunel impacted our local area?</p> <p style="text-align: center;">Or</p> <p style="text-align: center;">What impact has Brunel had on transport in England?</p>
<b>Main Focus</b>	<p style="text-align: center;">Local study</p>	<p style="text-align: center;">Chronology and Empathy</p>	<p style="text-align: center;">The habitats and geography of Antarctica</p>	<p style="text-align: center;">Climate</p>	<p style="text-align: center;">Chronology of the Great Fire of London</p>	<p style="text-align: center;">Changes over time</p>
<b>English</b>	<p>Dictionary skills, sentence structure (2 weeks) Instructions (2 weeks)</p> <p>Fiction- Pattans Pumpkin- journey story/voyage and return (3 weeks)</p> <p>1 wk no English due to Ugandan Encounter, music day</p> <p><u>No-Nonsense Spelling</u> Phase 5 recap Common Exception Words Past and present suffixes</p>	<p>Man on the moon (Bob and the moon tree mystery) 3 weeks</p> <p>Newspaper report of News landing (2 weeks)</p> <p>Grammar lessons- conjunctions</p> <p><u>No-Nonsense Spelling</u> Homophones- There, their They're To, too, two, hear, here, Contracted words Plurals</p>	<p>Report- tourist guide book (3 weeks) The tin forest- wishing tale- 3 weeks)</p> <p><u>No-Nonsense Spelling</u> Suffixes- teach the basic rules 1 week at a time e.g wk 1- just add, wk 2- double to consonant, drop the y and an l, take off the e.</p> <p>Do this for- ful, less, ly, er, est,</p>	<p>Kapok tree- Warning story- 3 weeks</p> <p>Persuasion- letter against deforestation (3 weeks) (The great</p> <p><u>No-Nonsense Spelling</u> Common exception words- mnemonics Dictation Recap suffixes/rules that need Possessive apostrophe</p>	<p>Recount (final outcome Diary entry as final outcome) 2 weeks- linked through topic</p> <p>Fiction Finding/ journey tale- Leaf by Sandra Dieckmann (3 weeks)</p> <p><u>No-Nonsense Spelling</u></p> <p>SPAG practise Suffixes- -ment, -ness Recap homophones</p>	<p>Report- SS GB information booklet 2 weeks) Poetry- 1 week Fiction- The Magic Bojabi Tree- Piet Grobler and Dianne Hofmeyr- 3 weeks</p> <p><u>No-Nonsense Spelling</u> Possessive apostrophe</p> <p>Recap the years learning/ gaps the children have.</p>
<p style="text-align: center;"><b>Maths</b></p> <p style="text-align: center;"><b>Expected objectives for end of key stage to be covered</b></p> <p style="text-align: center;"><b>Muddled up coverage between Maths no problem books to ensure coverage before SATS</b></p>	<p><b>WB1</b> Numbers to 100 <b>WB1</b> Addition and subtraction</p> <p><b>WB2</b> 2d shape Name and describe properties of 2d and 3d shape including <b>SYMMETRY</b></p> <p>Partition numbers into different combinations of 10's and ones</p> <p>Number bonds to 10</p>	<p><b>WB1</b> Multiplication and division of 2,5 and 10</p> <p>Recap addition and subtraction</p> <p><b>WB2</b> 3D Shape Name and describe properties of 2d and 3d shape including <b>SYMMETRY</b></p>	<p><b>WB2</b> Fractions Identifying 1/3, 1/3, 1/2/, 2/4 and 3/4 of a number or a shape.</p> <p>Recap previous learning of operations</p> <p><b>WB2</b> Word problems</p> <p><b>WB2</b> Money Use different coins to make the same amount</p>	<p><b>WB1</b> Graphs and temperature (read scales on graph axis)</p> <p>Practice SATS Paper</p> <p>Using number bonds to 10 and applying to other scenarios</p> <p><b>WB1</b> Length <b>WB1</b> Mass <b>WB2</b> Volume Can read scales in divisions of 1,2, 5 and 10</p>	<p><b>WB2</b> Time (reading a clock to the nearest 15 mins)</p> <p>SATS booster and SATS</p>	<p>Recap where necessary</p>
<p style="text-align: center;"><b>Science</b></p>	<p><b>Sc2/1 Working Scientifically</b></p> <p>Sc2/1.1 asking simple questions and recognising that they can be answered in different ways</p> <p>Sc2/1.2 observing closely, using simple equipment</p> <p>Sc2/1.3 performing simple tests</p> <p>Sc2/1.4 identifying and classifying</p> <p>Sc2/1.5 using their observations and ideas to suggest answers to questions</p> <p>Sc2/1.6 gathering and recording data to help in answering questions.</p> <p><b>Sc2/2.3 Animals/Humans</b></p> <p><b>Sc2/2.3a</b> notice that animals, including humans, have offspring which grow into adults</p> <p><b>Sc2/2.3b</b> find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p><b>Sc2/2.3c</b> describe the importance for humans of exercise, eating the</p> <p><b>Sc2/3.1a Everyday materials</b></p> <p><b>Sc2/3.1a</b> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</p> <p><b>Sc 2/3.1b &amp; 1 c Forces</b></p> <p><b>Sc2/3.1b</b> compare how things move on different surfaces.</p> <p><b>Sc2/2.1a &amp; 1 b Living things and their Habitats</b></p> <p><b>Sc2/2.1a</b> explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p><b>Sc2/2.1b</b> 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</p> <p><b>Sc2/2.2a &amp; 2b Plants</b></p> <p><b>Sc2/2.2a</b> observe and describe how seeds and bulbs grow into mature plants</p> <p><b>Sc2/2.2b</b> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Working scientifically skills across a range of investigations- looking at STEM challenges etc.</p>					

	right amounts of different types of food, and hygiene.	<b>Sc2/3.1c</b> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	animals and plants, and how they depend on each other  <b>Sc 2/2.1a, 1b &amp; 1d Living things and their Habitats</b>  Sc2/2.1c identify and name a variety of plants and animals in their habitats, including microhabitats  <b>Sc2/2.1d</b> 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.			
<b>Computing</b>	<b>Co2/1.6</b> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies					
	<b>I am safe</b>  <b>Co2/1.6</b> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	<b>I am a Lunar explorer (kodu, etc)</b>  Co2/1.3 use logical reasoning to predict the behaviour of simple programs  Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content  Co2/1.5 recognise common uses of information technology beyond school	<b>I am a presenter</b>  Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content (videos)  Co2/1.5 recognise common uses of information technology beyond school (finding photos)	<b>I am a researcher</b>  Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content  Co2/1.5 recognise common uses of information technology beyond school  Use Book creator to make a rainforest layers and animal information book	<b>I am a programmer (Beebots)</b>  Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  Co2/1.2 create and debug simple programs	<b>I am a Tour Guide (PPT SS GB)</b> <b>Eng Link</b>  Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content  Co2/1.5 recognise common uses of information technology beyond school
<b>RE</b>	How should we care for others and the world and why does it matter?	What do you celebrate and why? What stories do your family tell?	How can we learn from Sacred Books? (Bible, Qur'an and Torah)		Who are Muslims and what do they believe?	
<b>History</b>	•	<b>Hi 1/1.3 Significant individuals</b>  <b>Hi 1/1.3</b> the lives of <b>significant individuals</b> in the past who have contributed to national and <b>international achievements</b> . Some should be used to compare aspects of life in different periods  Yuri Gagarin, Tim Peake, Lunar Landing			<b>Hi 1/1.2 Events beyond living memory</b>  <b>Hi 1/1.2</b> events beyond living memory that are significant nationally or globally  <ul style="list-style-type: none"> <li>cause of the fire</li> <li>why it spread?</li> <li>Compare differences between then and now</li> <li>Samuel Pepys</li> </ul> Would GFoL happen today?	<b>Hi 1/1.3 Local significance Brunel etc</b>  <b>Hi 1/1.3</b> the lives of <b>significant individuals</b> in the past who have contributed to national and international achievements. Some should be <b>used to compare aspects of life in different periods</b>

<b>Geography</b>	<p><b>Contrasting Localities</b> <b>Ge 1/1.2a 1/1.3bii</b> <b>(India idea)</b></p> <p><b>Ge1/1.2a</b> 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</p> <p><b>Ge1/1.3b</b> use basic geographical vocabulary to refer to: ii: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Ge 1/1.4d</b></p> <p><b>Ge1/1.4d</b> 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.</p> <p><b>Ge1/1.4b</b> use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p>		<p><b>Ge 1/1.3a</b></p> <p><b>Ge1/1.3a</b> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><b>Ge1/1.4a</b> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p><b>Ge1/1.4b</b> use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p>	<p><b>Ge 1/1.3a</b></p> <p><b>Ge1/1.3a</b> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><b>Ge1/1.3b</b> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Ge1/1.4a</b> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>		
<b>Art</b>	<p><b>Clay Indian Animals</b></p> <p><b>Ar1/1.1</b> to use a range of materials creatively to design and make products</p> <p><b>Ar1/1.2</b> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p><b>Ar 1/1.4 1/1.1 Artist Study: Collage (Artist – Matisse) Arctic Animal Collage</b></p> <p><b>Ar1/1.1</b> to use a range of materials creatively to design and make products</p> <p><b>Ar1/1.4</b> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><b>Ar 1/1.1 1/1.2 &amp; 3 &amp; 4 Pointillism, Abstract (Picasso) Watercolour, Sketching</b></p> <p><b>Ar1/1.3</b> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><b>Ar1/1.4</b> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>			<p><b>Ar 1/1.2 Drawing &amp; Painting Sea or Railway (Artist – Turner)</b></p> <p><b>Ar1/1.2</b> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p><b>Ar1/1.3</b> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
<b>Music</b>	Day 1			Day 2		Day 3
<b>PE</b>	<p>FUNdamentals</p> <p>Gym- focus on balance and co-ordination.</p>	<p>Ball Games – focus on catching and throwing accurately Outcome – Tadpole game</p>	<p>Ball Games – focus on dodging and passing accurately Outcome – Piggy in the Middle</p>	<p>Football Outcome – mini inter house tournament</p>	<p>Athletics Outcome – class v class pentathlon event</p>	<p>Athletics Outcome – Sports day glory! <b>PE1/1.1a</b> master basic movements including running, jumping,</p>

	<p>Outcome – sequence of 5 balances</p> <p><b>PEI/1.1a</b> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p><b>PEI/1.1b</b> participate in team games, developing simple tactics for attacking and defending</p> <p>Gym</p> <p><b>PEI/1.1a</b> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p><b>PEI/1.1b</b> participate in team games, developing simple tactics for attacking and defending</p> <p>Dance</p> <p><b>PEI/1.1c</b> perform dances using simple movement patterns.</p>	<p><b>PEI/1.1b</b> participate in team games, developing simple tactics for attacking and defending</p> <p>Dance</p> <p><b>PEI/1.1c</b> perform dances using simple movement patterns.</p>	<p><b>PEI/1.1a</b> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>S &amp; fielding</p> <p>Outcome – French cricket game</p> <p><b>PEI/1.1b</b> participate in team games, developing simple tactics for attacking and defending</p>	<p>throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>S &amp; fielding</p> <p>Outcome – mini soft ball inter house tournament</p> <p><b>PEI/1.1b</b> participate in team games, developing simple tactics for attacking and defending</p>
<b>DT</b>	<p>DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>DT1/1.2a select from and use a range of tools and equipment to perform practical tasks</p> <p>DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>DT1/1.3a explore and evaluate a range of existing products</p> <p>DT1/1.3b evaluate their ideas and products against design criteria</p>					
	<p><b>DTI/2.1a &amp; b Cooking and Nutrition</b></p> <p><b>Cook a variety of dishes for the class from India</b></p> <p><b>DTI/2.1a</b> use the basic principles of a healthy and varied diet to prepare dishes</p> <p><b>DTI/2.1b</b> understand where food comes from.</p>	<p><b>DT 1/1.1 1/1.2 1/1.3 Textiles. Space suit for Francis Bear</b></p> <p><b>DTI/1.1a</b> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>DTI/1.1b</b> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>DTI/1.2a</b> select from and use a range of tools and equipment to perform practical tasks</p> <p><b>DTI/1.2b</b> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>DTI/1.3a</b> explore and evaluate a range of existing products</p> <p><b>DTI/1.3b</b> evaluate their ideas and products against design criteria</p>			<p><b>DT 1/1.4b 1/1.1a &amp; b 1/1.2a 1/1.3a &amp; b Technical Knowledge Fire engine or Helicopter</b></p> <p><b>DTI/1.1a</b> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>DTI/1.1b</b> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>DTI/1.2a</b> select from and use a range of tools and equipment to perform practical tasks</p> <p><b>DTI/1.3a</b> explore and evaluate a range of existing products</p> <p><b>DTI/1.3b</b> evaluate their ideas and products against design criteria</p> <p><b>DTI/1.4b</b> explore and use mechanisms, in their products.</p>	
<b>PSHE</b>	Being me in my world	Celebrating difference	Dreams and Goals	Healthy me	Relationships	Changing me
<b>Spirituality</b>	Why and how are family meals important? Can people in India enjoy the same thing?	Should we travel to Mars? Why/why not?	Why am I grateful for where I live?	Why is the world so different?	What can I say thank you to God for?	How does transport improve our lives?
<b>Outside</b>	<b>Ge1/1.3a</b> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles					

	Local walk around Taw Hill	Bottle rockets	Mini beast hunts (habitat link)	Looking for different plants around the school grounds- naming trees and flowers	Toasted marshmallows and bread making in forest area	
<b>Creativity/ Trips/ Visits</b>	Chef Kath cooking	Hobgoblin Space man?	Explorer man?	Living Rainforest Jonathan Jungle Roadshow	Fire engine Visit- Fire safety	SS Great Britain
<b>Characteristics of Learning</b>						

Tier 2 vocab	Ailing, tended, mighty, roamed, fury, hollowing, astonished, peculiar, unusual, climate, humid, tropical, compare, colossal, vast, narrow, wide, features, local, question statement, webbed, energy, savage, fierce, billowing, petrified, spark, precision, design, accurate, crested, shuddering, nestled, marvelled, awe, breath taking, approached, surrounded, wither, limp, mature, temperature, conditions, suitable, purpose, property,					
Tier 3 vocab	Carbohydrates, protein, balanced diet, dairy, nutrients, respiration, lungs, blood, heart rate, oxygen carbon dioxide, calories, pulse, veins, womb mammal, reptile, amphibian, exercise, offspring Continents, country, amenities, Valley, coast mountain, river, ocean, countryside, fields, noun, adjective verb, capital letters, full stops Expanded noun phrase	transparent, rigid, flexible, reflective, opaque, translucent, orbit, launch, centrifuge, parachute, cosmonaut, lunar, mission, gravity, g-force, crater, conjunction, comma, past and present tense, contractions, apostrophe	Equator, polar, glaciers, ice caps, Plurals, suffix, adverb, possessive apostrophe,  Predator, prey, producer, food chain, life process, reproduce, ,habitat, micro-habitat, conditions, herbivore, omnivore, carnivore,	equator, deforestation, extinction, vegetation, Pre-fix, persuasive Stem, root, , seedling, shoot, germination, sapling	Thatched, cobbled, ember, leather	propeller, steam engine, rudder, engineer, Victorian, steerage, sanitary, bow, stern, architecture,

Science vocab

English vocab

Topic vocab