

Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>	Where does our food come from?	What makes a house a home?	What is it like to live in Uganda?	What was it like long ago?	What can you see around you?	Do you like to be beside the seaside?
<b>Key Questions</b>		<p><b>What was the Great Fire of London and what consequences did it have?</b></p> <p>What are our houses made from?            Why did the Great Fire burn down so many houses?            What happened during the Great Fire, and how do we know?            How should we rebuild London after the Great Fire?</p>	<p>What is the weather like in Uganda?            Why is it hot in Uganda?            What plants grow in Uganda?            What do people eat in Uganda?            What do children like to do in their spare time?</p>	<b>What is nursing and what famous nurses have lived in Britain?</b>	<b>How has Bracknell changed over time?</b>	<p>How do you stay safe at the seaside?            What would it be like to live at the seaside?            What can you see at the seaside?            What was it like at the seaside in the past?            What do you find at the seaside?</p> <p>What can we do about plastic pollution?</p>
<b>Science</b>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead,</li> </ul>	<ul style="list-style-type: none"> <li>Identify that most living things live in habitats to which they are suited and describe how different</li> </ul>		<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring</li> </ul>		<p><b>Uses of everyday materials</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials,</li> </ul>

	<p>and things that have never been alive</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<p>habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <ul style="list-style-type: none"> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats</li> </ul>		<p>which grow into adults</p> <ul style="list-style-type: none"> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>		<p>including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <ul style="list-style-type: none"> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>
<b>Computing</b>	<p>Unit: Digital Photography  <a href="https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-photography">https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-photography</a></p>		<p>Unit: IT around us  <a href="https://teachcomputing.org/curriculum/key-stage-1/computing-systems-and-networks-it-around-us">https://teachcomputing.org/curriculum/key-stage-1/computing-systems-and-networks-it-around-us</a></p>		<p>Unit: Robot algorithms  <a href="https://teachcomputing.org/curriculum/key-stage-1/programming-a-robot-algorithms">https://teachcomputing.org/curriculum/key-stage-1/programming-a-robot-algorithms</a></p>	

<b>Geography</b>	Food and farming		Road trip across Africa			Coastlines Plastic pollution
<b>History</b>		The Great Fire of London		Nurses from history	History of Bracknell	
<b>Design and Technology</b>		Textiles- templates and joining techniques Design, make and evaluate a fabric bag for holding important belongings in a house		Structures- freestanding structures Design, make and evaluate a playground		Mechanisms- sliders and levers Design, make and evaluate a moving sea picture
<b>Art and Design</b>	<b>Key Artist: Freda Kahlo</b>	Freda Kahlo Chalk, pastel and other media	Joshua Davis – painting ICT design		Sculpture of animals Wire - Modroc	Art week Kenyan artists
<b>Music</b>	Ourselves Toys	Our land Our bodies	Animals Number	Story time Seasons	Weather Pattern	Water Travel
<b>PSHE</b>	What makes a good friend?	What is bullying?	What helps us to grow and stay healthy?	What helps us to stay safe?	What jobs do people do?	How do we recognise our feelings?
<b>Physical Education</b>	Gymnastics- backwards, forwards and sideways rolling, show contrasts, link actions together to make a sequence.  Games- Multi skills- Fundamental movement skills-	Sports Skills- Make decisions and be aware of how they can improve. Working on beating their personal best.  Games- Multi skills- Fundamental movement skills- Agility, balance and	Gymnastics- climb safely on the equipment, jump in a variety of ways and land with control and balance.  Games- Invasion Games- Develop tactics for attacking and defending.	Healthy lifestyle and wellbeing (PSHE links)-to make informed choices that improve their physical and emotional health.  Games- Invasion Games- Develop tactics for attacking and	Games- Cricket- throwing, catching, striking skills. Lead others where appropriate.  Movement- create sequences. Choose movements to communicate	Athletics- Improve personal best scores, use skills in combination.  Racket sports- coordination and hitting skills. Improve personal best scores. Develop tactics.

	Agility, balance and coordination.	coordination. Use of equipment.		defending. Engage in competition.	mood, feeling or idea.	
<b>Religious Education</b>	What festivals do Jewish people and Christians celebrate?		What stories are important to Jewish people and Christians?		What sacred texts are very important to Christians and Jewish people?	
	<i>How do some religious beliefs encourage them to care for the world? Why do some people follow religious leaders and teachings? Does everyone believe the same things about God? Why do symbols and stories play important roles on religions? How do some religions demonstrate that everyone is special?</i>					
<b>School Trips/theme days</b>	<b>Pinewood allotment</b> – investigate growing, how do they care for a plants?	Operation Christmas child.	The day in a life of a Ugandan child	Florence Nightingale museum (London) – digital sessions available		<b>Seaside</b> - Mudeford
<b>Other</b>	Harvest food boxes  Plant vegetables – broccoli, cabbage, cauliflower	Panto and Christmas production		Florence Nightingale - day Nurse visit, make lanterns		
<b>Experiences</b>	Grow salad/herbs/vegetables in the school garden Invite grandparents in to help with Christmas sewing project Take part in Operation Christmas Child (or similar) Spend a night 'camping' in school Watch a pantomime					