



## School Whole School Topic Planner and National Curriculum coverage

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 2</b>	<i>Once Upon a Time</i>	Titanic	Stories around the world	Great Fire of London	Jaws, Paws and Claws	Home and Away
<i>English / Text drivers</i>	<b>Jack and the Beanstalk</b>	<b>Samson's journey</b>	<b>Icky, Yucky Mucky, The Hunter, The Catch.</b>	<b>Katie in London</b>	<b>Selection on non-fiction texts. The Big Cat Diary,</b>	<b>The Minpins (Roald Dahl)</b>
<i>History/Geography</i>	<p><i>Simple decision making based on interrogating secondary geographical resources.</i></p> <p><i>Ask and respond to geographical questions.</i></p> <p><i>Recognise and describe physical and human features of selected Florida locations.</i></p>	<i>Significant historical events, people and places in their own locality</i>	<p><i>Name and locate the worlds 7 continents and 5 oceans</i>  <i>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</i>  <i>Understand Geographical similarities and differences through studying the human and physical geography of a small area of UK, and of a small area in a contrasting European country.</i>  <i>Use basic Geographical vocab to refer to key physical features.</i></p>	<i>Events beyond living memory that are significant nationally or globally</i>		<i>Understand Geographical similarities and differences through studying the human and physical geography of a small area of UK, and of a small area in a contrasting European country.</i>
<i>Science</i>	<i>Use of Everyday Materials</i>		<i>Animals including</i>	<i>Plants</i>	<i>Living things and their habitats</i>	

	<p>Identify and compare the suitability of a variety of everyday materials.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>humans</b></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivorous, herbivores and omnivores</p> <p>Notice that animals, including humans, have offspring which grow into animals</p> <p>Find out about and describe the basic needs of animals, including humans, for survival.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene</p>	<p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.</p>	<p>Explore and compare the difference between things that are living, dead and things that have never been alive</p> <p>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 animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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</p> <p>Describe and compare the structure of a variety of common animals.</p>		
	<p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely using simple equipments</p> <p>Performing simple tests</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions</p>					
<p><b>Art/ Design</b></p>	<p><b>Bag for life</b></p> <p>To use a range of materials creatively</p>	<p><b>Titanic</b></p> <p>To develop a wide</p>	<p><b>Indian Banquet</b></p> <p>Understand and apply the principles</p>	<p><b>Great Fire of London Monument and moving pictures</b></p> <p>Build structures,</p>	<p><b>Michelle Reader – save the oceans</b></p> <p>Generate, develop,</p>	<p><b>Local Artist and landscapes</b></p> <p>To develop a</p>

	<p><i>to design and make products</i></p> <p><i>Design purposeful, functional, appealing products for themselves and other users based on design criteria</i></p> <p><i>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i></p> <p><i>Explore and evaluate a range of existing products evaluate their ideas and products against design criteria</i></p>	<p><i>range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p>	<p><i>of nutrition and learn how to cook</i></p>	<p><i>exploring how they can be made stronger, stiffer and more stable</i></p> <p><i>Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</i></p>	<p><i>model and Communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p> <p><i>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i></p> <p><i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p>	<p><i>wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p><i>Talk 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</i></p>
<b>PE</b>	<p><b>Dance</b></p> <p><i>Perform dances using simple movement patterns</i></p>	<p><b>Games</b></p> <p><i>Master basic movements including running, jumping, throwing and catching.</i></p>	<p><b>Gymnastics</b></p> <p><i>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></p>	<p><b>Games</b></p> <p><i>Participate in team games, developing simple tactics for attacking and defending.</i></p>	<p><b>Gymnastics</b></p> <p><i>Develop competence to excel in a broad range of physical activities</i></p>	<p><b>Dance/Games</b></p> <p><i>Be physically active for sustained periods of time</i></p> <p><i>Engage in competitive sports and</i></p>

						<p>activities</p> <p>Lead healthy, active lives</p>
<p><b>RE</b></p>	<p><b>Celebrating Harvest</b></p> <p>Describe response to thanking and being thankful Identify why it is important to say thank you Describe how Christians show they are thankful(Harvest)</p>	<p><b>Angels at Christmas</b></p> <p>Talk about own ideas relating to Angels Recognise Angels are evident in the Christmas Story Talk about the importance of Angels in the Christmas story</p>	<p><b>Special People – Jesus and Mohammad (p.b.u.h.)</b></p> <p>Describe features of special people and give own response to this Describe simple stories about Jesus that show how special is was. Describe how Christians show they value Jesus Describe stories about Mohammad and how special he was Evaluate how special he was to Muslims</p>	<p><b>Welcoming – Palm Sunday</b></p> <p>Describe the concept of welcoming Describe how welcoming is important in the story of Palm Sunday Understand how Christians celebrate this today</p>	<p><b>Journey / Remembering</b></p> <p>Describe response to the concept of welcoming Identify special places where they remember Describe the importance of journeys Evaluate the value of remembering through journeys to Christians and Muslims</p>	<p><b>Ideas about God</b></p> <p>Describe and respond to the concept of God Identify examples of when they and others think about God Talk about the concept of God Describe ways in which God is expressed in different religions</p>
<p><b>Computing</b></p>	<p><b>Programming</b></p> <p>To be able to follow algorithms, debug and follow instructions.</p>	<p><b>E- Safety</b></p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have</p>	<p><b>Coding</b></p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise</p>	<p><b>Emails and Communicating online</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b>Coding</b></p> <p>Understand what algorithms are; how they are implemented as programs on digital devices</p> <p>Use technology purposefully to create, organise, store,</p>	<p><b>Computing skills</b></p> <p>To be able to use familiar computer software for basic tasks</p>

		<p>concerns about content or contact on the internet or other online technologies</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital Content. Recognise common uses of information technology beyond school</p>	<p>Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>manipulate and retrieve digital content.</p>	
<p><b>PSHE</b></p>	<p><b>Who is in charge?</b></p> <p>Discuss the ways that pupils can help the people who look after them to more easily protect them</p> <p>To recognise that they share a responsibility for keeping themselves and others safe</p>	<p><b>My body is important and Secrets</b></p> <p>Know when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</p>	<p><b>Celebrating and recognising differences</b></p> <p>To lead a healthy lifestyle</p> <p>That household products, including medicines, can be harmful if not used properly</p> <p>How to maintain physical, mental and emotional health and wellbeing</p>	<p><b>Changing friendships/ Oliver and Patch</b></p> <p>Know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>Know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p>	<p><b>Choices and Values</b></p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p>	<p><b>Looking forward</b></p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>Respect for others' right to their own beliefs, values and opinions</p>

<p><i>Music</i></p>	<p><b>Voice</b></p> <p><i>Understanding louder and quieter Understand and identify question and answer, verse and chorus</i></p>	<p><b>Ukulele</b></p> <p><i>Recognise higher and lower sounds / respond to the shape of a melody Identify the way sounds are made – particularly plucking and strumming</i></p>	<p><b>African Drumming</b></p> <p><i>Distinguish between rhythm and beat and understand how rhythmic patterns fit the beat Begin to understand faster and slower tempos</i></p>	<p><b>Keyboard</b></p> <p><i>Recognise how different pieces use different layers of sound Identify the way sounds are made, blown, plucked, shaken, struck, vocalised, strummed, electronically produced Sing songs with simple patterns as accompaniments</i></p>	<p><b>Bamboo Tamboo</b></p> <p><i>Respond to, recognise and identify a range of repetition and contrast structures including question and answer Recognise, respond to and distinguish between steady beat and rhythm patterns and how they fit together.</i></p>	<p><b>Developing own final production</b></p> <p><i>Explore the way sounds can be combined and used expressively Improvise short, repeated rhythmic patterns building a repertoire of patterns and sequences Begin to combine layers of sound with awareness of the combined effect Experiment with repeating and reordering sound patterns and sections of music Use and explore notations which are linked to understanding of elements to communicate own musical ideas Improve their own and others work with awareness of the music's context / purpose.</i></p>
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