


Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Conditions for learning	Belonging Fun and Excitement	Heroes	Leadership and Responsibility	Curiosity and Creativity	Confidence to take action	Spirit of adventure Sense of accomplishment
Learning Skills	Teamwork	Kindness	Honesty	Resilience	Independence	Courage
British values		DEMOCRACY	RULE OF LAW	TOLERANCE	MUTUAL RESPECT	INDIVIDUAL LIBERTY
Protected characteristics	Age,disability,sex		Marriage/Civil partnership,Race,pregnancy /maternity		sexual orientation, religion/belief, gender assignment	
ATL focus	Geography and English	History and Design and Technology	Design and Technology, Science and English	History and Design and Technology	Geography, English and Music	History and Art
Topic	Destination UK	Victorious Victorians	Healthy Me	Fire and Flames	Amazing Africa	All Aboard
Driving Question	How can we, as cartographers, produce an accurate map of the UK?	How can we, as historians, compare the past and the future?	How can we, as health professionals, develop a healthy active lifestyle within Jewell Academy?	How do we, as historians, know that the Great Fire of London is a true event?	How can we, as teachers, educate others about an alternative way of life?	Do we, as journalists, always use facts to inform others about events from the past?
Hook	Trip to the four countries of the UK in a day.	Trip to East Dorset Museum	Health professional to promote healthy living.	Fire service talk.	African drumming workshop	SeaCity Museum and Workshop
Final Product	Discussion about why we cannot change locations on a map.	Explanation of how a Victorian invention works.	Create a healthy me poster + presentation.	Use artefacts to explain the cause of the Great Fire of London	A 'child friendly' lesson plan to teach others why we should not poach elephants.	Documentary/news report
Employability Link Gatsby 2, 4, 5	G 4 and 5. Meet a cartographer to discuss how maps are produced.	G 5 Explain, to an expert, how their Victorian invention works.	G 4 & 5 Visit from a nurse/doctor and dentist to explain how to be healthy.	G 4 & 5 Visit from the fire Service to discuss fire safety	G4 African drumming music workshop.	G 4 & 5 To create a Titanic museum to share with parents.
Reading	Little Red: alternative versions.	Queen Victoria's Bathing Machine	How to wash a woolly mammoth	Toby and the Great Fire of London.	Elephant by Peter Horacek.	Samson's Titanic journey
Writing purpose	<p>Little Red Riding Hood-to write a character description and an alternative version of the story</p> <ol style="list-style-type: none"> To write a short piece of writing about an imaginary character. To use full stops and capital letters. To use because/and to join sentences. To spell correctly some of the Yr 2 common exception words. I can read through my own writing to correct mistakes and make improvements To spell correctly some of the Yr 2 common exception words. 	<p>Katie Morag and the new pier by Mairi Hedderwick-To write a letter. Museum visit-To write a recount.</p> <ol style="list-style-type: none"> To write a clear and sequenced piece of writing about something that has happened to me. (recount) To write a clear and sequenced piece of writing to form a letter to persuade. (letter) To use full stops ,capital letters and question marks. To use because/and to join sentences. To write in the past/present tense. To spell correctly some of the Yr 2 common exception words. <p>I can read through my own writing to correct mistakes and make improvements</p>	<p>George's marvellous medicine by Roald Dahl</p> <ul style="list-style-type: none"> to write instructions (inform) <ol style="list-style-type: none"> I can use capital letters and full stops in most of my sentences. I can write in the present/past tense. I can write a short piece of clear and sequenced writing for instructions. to write a narrative (entertain) <ol style="list-style-type: none"> I can write simple, coherent narratives about personal experiences and those of others (real or fictional) I can add suffixes to root words correctly most of the time (GD) non-chronological report <ol style="list-style-type: none"> demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required. use present and past tense mostly correctly and consistently use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses I can read through my own writing to correct mistakes and make improvements To spell correctly some of the Yr 2 common exception words. 	<p>Vlad and the Great Fire of London by Katire Cunningham Samuel Pepys diary.</p> <ul style="list-style-type: none"> to inform (diary entry,non-chronological report, recipes) <ul style="list-style-type: none"> to entertain (narrative) <ol style="list-style-type: none"> I can write simple, coherent narratives about personal experiences and those of others (real or fictional) I can write in the present/past tense. demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required. use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses I can read through my own writing to correct mistakes and make improvements To spell correctly some of the Yr 2 common exception words. I can add suffixes to root words correctly most of the time (GD) 	<p>The Hunter by Paul Gerahty Elephant fact-files</p> <ul style="list-style-type: none"> *to entertain (narrative) * to persuade (letters) * to inform (fact-files) <ol style="list-style-type: none"> I can write simple, coherent narratives about personal experiences and those of others (real or fictional) I can write in the present/past tense. demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required. use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses I can read through my own writing to correct mistakes and make improvements I can add suffixes to root words correctly most of the time. (GD) 	<p>If you were a kid on the Titanic by Jon Gregory</p> <ul style="list-style-type: none"> to entertain (narrative) to inform (adverts, news report) <ol style="list-style-type: none"> I can write simple, coherent narratives about personal experiences and those of others (real or fictional) I can write in the present/past tense. demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required. use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses I can read through my own writing to correct mistakes and make improvements I can add suffixes to root words correctly most of the time. (GD)

Oracy	Discussion	Christmas Performance	Presentation	Perform a poem	Acting/Puppet shows	News Reports
Maths	Place Value Addition and Subtraction Directional language.	Addition and subtraction Shape Money	Multiplication and Division Length and height	Multiplication and division Mass, capacity and temperature	Fractions Time	Statistics Position and direction.
Science	Animals including humans	Materials Investigation	Diet, exercise & hygiene in humans	Revise animals Habitats and food chain Investigation	Revise healthy eating. Plants Investigation	Develop scientific investigational skills Famous scientist-Brunel
Humanities (History/RE/ Geography)	Geography: UK countries (recap), surrounding seas, maps of local area RE: Christianity - What did Jesus teach?	History: Significant people (Queen Victoria), changes in national life (comparing the past and present) RE: Christianity - Why do Christians believe God sent Jesus to the world?	Geography: continents and oceans - where does our food come from? Fair trade (CC) RE: Islam - prayer	History: Events beyond living memory - Great Fire of London RE: Christianity - Easter	Geography: Contrasting locations / fieldwork RE: Islam - community and belonging	History: Events beyond living memory/ local history - Titanic RE: Islam - Hajj
Forest School	Geography - Map of the school Position and direction Science - Bug hotel	Sculpture - clay animals.	Outdoor cooking, healthy food.	Structures of The Three Little Pigs home.	Living things and their habitats	Science - Gardening and planting different plants
PSHE	Being Me In My World Special and safe <ul style="list-style-type: none"> I can identify some of my hopes (ASPIRATIONS) and fears for this year I recognise when I feel worried and know who to ask for help (COURAGE) Beach Safety Text: Super Duper You! The Huge Bag Of Worries	Celebrating Difference My class I know I belong to my class (BELONGING) I can help to make my class a safe and fair place where differences are celebrated (TOLERANCE, RESPECT) Text: Can I Build Another Me?	Dreams and Goals Rights and responsibilities I understand the rights and responsibilities for being a member of my class (INDIVIDUAL LIBERTY, RESPECT) Debate - listen to and respect everyone's views	Healthy Me Rewards and feeling proud I know that everyone's views are important (TOLERANCE, RESPECT)	Relationships Consequences I can listen to other people (RESPECT) and contribute my own ideas about rewards and consequences Debate - listen to and respect everyone's views	Changing Me Owning my own learning (TEAMWORK) I know the difference between bullying and 'mean moments' (BULLYING) Leadership roles PE-Teamwork
RSHE	Health - Puzzle piece 1 Relationships - Puzzle pieces 2-6	Health - Puzzle pieces 1, 3, 5, 6 Relationships - Puzzle pieces 1-6	Health - Puzzle pieces 1 and 6 Relationships - Puzzle pieces 2-6	Health - Puzzle piece 1-6	Health - Puzzle piece 1 Relationships - Puzzle pieces 2-6	Health - Puzzle pieces 2, 4, 6 Relationships - Puzzle pieces 1, 4, 5, 6
DT /STEM		Moving Toys - Wheels and axles		Revisit materials Structures: Tudor houses-Hook activity		Joining materials - Puppets
Art	Drawing skills Self-portraits: Andy Warhol Artist Study: Picasso		Modelling (clay)-fruit		Printing	
MFL						Ice Creams
Computing	Online safety	Coding: Unit 2A Different sorts of input NOS E-safety: Health, well-being and Lifestyle		Coding unit 2B: Buttons and Instructions NOS E-safety: Online bullying Privacy and security		Green Screen: Use technology purposefully NOS E-safety: Copyright and ownership Green Screen - puppets
Music	Charanga: Friendship song	Charanga: Ho Ho Ho	Charanga: I Wanna Play In A Band	Charanga: Zootime	Charanga: Western Classical Music	Unit: Hands, Feet, Heart
PE	Movement Skills Gymnastics-Practically develop position and direction skills.		Ball Skills Dance		Ball and Racquet Athletics	
Safeguarding	RSHE E-safety Beach Safety	RSHE Local Police Officer Fire Safety	RSHE Road Safety	RSHE Fire Service	RSHE Beach Safety (RNLI)	RSHE

*Gatsby: 2-Learning from career and labour market information.

4-Linking curriculum learning to careers

.5-Encounters with employers and employees