Topic Name	Autumn 1 *Paddington in London*	Autumn 2 *Fire and dragons*
Whole Class Text	Paddington Bear by Michael Bond Paddington Bear and the Grand Tour by Michael Bond	Vlad and The Great fire of London Tell me a Dragon Dragon Poems Christmasaurus
Hook and Trips	Letter from Auntie Lucy History off the Page – Great Fire of London Workshop	The Great Fire of London - History off the page
Outdoor learning	Paddington arriving in the outdoor classroom with his suitcase	Hunt for The Christmas Dragon
English Writing Units	Instruction writing Story retell	Poetry Descriptive writing Diary
GPS	Co-ordination using but, and Tense Noun phrase Sentence (identifying errors) Statement Question Command Exclamation Answering questions Adjectives Verbs Verb tenses	Co-ordination using but, and Tense Noun phrase Sentence (identifying errors) Statement Question Command Exclamation Answering questions Adjectives Verbs Verb tenses

History (Keystage History)	**The Great Fire of London** • Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).	
Geography (Oddizzi)	**Continents and Oceans** • Name and locate the world's seven continents and five oceans. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans. • Use simple compass directions (North, South, East, West) and locational and directional language (for eg near and far, left and right), to describe the locations of features and routes on a map. • 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 - key human features including city, town, village, factory, farm, house, office, port, harbour and shop	
Art & Design	**Artist: Paul Klee** **(Sketching and collaging)** • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Pupil will be taught about the work of a range of artists, craft makers, designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	**Artist: Todd Lockwood** **(Sketching, Printing and Sculpture)** • To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. • Pupil will be taught about the work of a range of artists, craft makers, designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Design & Technology (Kapow)	**Moving Monsters/Dragons** • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology. • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria.	

Music	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Make and use sounds using the inter- related dimensions of music	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Make and use sounds using the inter- related dimensions of music
Religious Education	• Explore stories from religious and cultural traditions and find out about attitudes to the natural world	• Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression
Computing (Magpie)	**Computer systems and Networks** • 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	**Creating Media – Digital Photography** • use technology purposefully to create, organise, store, manipulate and retrieve digital content • 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
Physical Education	**Dance and Multi Skills** • 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 • perform dances using simple movement patterns	**Dance and Multi Skills** • 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 • perform dances using simple movement patterns
PHSRE (Jigsaw)	**Being Me in my World** • I can identify hopes and fears. • Understand the rights and responsibilities as a member of my class. • Listen to other people come to contribute my own ideas about rewards and consequences. • Recognise the choices I make and understand the consequences that might follow. • To recognise when I feel worried and who can help me. • To understand how to make my class a safe and fair place. • To understand how I can work cooperatively.	**Celebrating Differences** • I am starting to understand stereotypes • I understand, that bullying is sometimes about difference • I can recognise what is right or wrong and know how to look after myself • I understand that it is okay to be different from other people and to be friends with them • I can tell you why I am different from my friends • I know who to get help from if I am being bullied • I understand we shouldn't judge people for being different

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Science **(Switched on Science)**	**Materials Monster** • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, paper and cardboard for particular uses • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching **Working scientifically** • Observe closely • Perform simple tests • Identify and classify • Use observations and ideas to suggest answers to questions • Gather and record data to help in answering questions	**Healthy me** • Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene • Identify and compare the suitability of a variety of every day materials, including water, metal plastic glass, brick rock, paper and cardboard for particular uses **Working scientifically** • Observe closely • Perform simple tests • Identify and classify • Use observations and ideas to suggest answers to questions • Gather and record data to help in answering questions

Thematic Plan
Year Two
Spring Term

Topic Name	Spring 1 *Titanic*	Spring 2 *Chocolate*
Whole Class Text	The Story of Titanic for Children My best friend on the Titanic	Chocolate – non fiction Charlie and the Chocolate factory – book and film
Hook and Trips	Receiving a ticket to board the Titanic	Homework – oversized sweets project
Outdoor learning	Story in the Outdoor Classroom	Chocolate Hunt
English Writing Units	Diary Entry Information Text	Character description Non chronological report
GPS	Nouns Verbs Sentences Co-ordination using but, and, or Expanded noun phrases Progressive form of verbs Subordination using because, if Statements Questions	Nouns Verbs Sentences Co-ordination using but, and, or Expanded noun phrases Progressive form of verbs Subordination using because, if Statements Questions

	Commands Exclamations Tenses Adverbs	Commands Exclamations Tenses Adverbs
History (Keystage History)	**Titanic** • Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).	
Geography (Oddizzi)	**Hot and Cold countries** • Identify the location of hot and cold areas of the world in relation to the equator and North and South Poles	
Art & Design	**Titanic** • Paint a paper plate ship Porthole window view • Design and construct a Titanic from recycled materials (sculpture)	**Chocolate** Painting Cocao pods creating tints of colour with paint Aztec suns (drawing) oil pastels Create oversized sweets (sculpture/paint)
Design & Technology (Kapow)	**Chairs** • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology. • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.	
Music	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically	• Play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music
Religious Education	• Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies	• Identify the importance for some people of belonging to a religion or a community group and recognise the difference this makes to their lives
	Data and Information - Pictograms	**Creating Media – Digital Music**

Computing (Magpie)	• 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 • use technology purposefully to create, organise, store, manipulate and retrieve digital content	• 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 • understand what algorithms are; how they are • use technology purposefully to create, organise, store, manipulate and retrieve digital content • implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
Physical Education	**Games and Gymnastics** • 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 • participate in team games, developing simple tactics for attacking and defending	**Multi-skills** • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns
PHSRE (Jigsaw)	**Dreams and Goals** • I can choose a realistic goal and think about how I achieve it • I can carry on trying even when I find things difficult (perseverance) • I can recognise who I work well with to work on the and who it is more difficult to work with • I can tel you how I feel when working with others • I can work with others to solve problems	**Healthy Me** • I know what I need to do to keep my body healthy • I am motivated to make healthy lifestyle choices • I understand how important it is to relax • I understand how medicines work and how to store them safely • I can sort foods into the correct food groups • I have a healthy relationship with food and understand how they help my body
Science	**Squash, Bend, Twist and Stretch** • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **Working scientifically** • Observe closely • Perform simple tests	**Little Masterchefs** • Find out about and describe the basic needs of animals, including humans for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene • Identify and compare the suitability of a variety of every day materials, including water, metal plastic glass, brick rock, paper and cardboard for particular uses
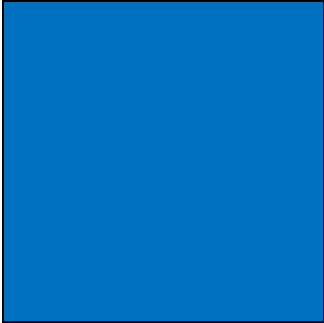
	• Identify and classify • Use observations and ideas to suggest answers to questions Gather and record data to help in answering questions	**Working scientifically** • Observe closely • Perform simple tests • Identify and classify • Use observations and ideas to suggest answers to questions Gather and record data to help in answering questions

'Happy, Hardworking and Caring'

Topic Name	Summer 1 *Enchanted Wood*	Summer 2 *Lighthouse*
Whole Class Text	Enid Blyton's Enchanted Wood	The Lighthouse Keeper's Lunch The Lighthouse - animation
Hook and Trips	Spotting signs of fairies	Seaside Trip
Outdoor learning	Parent Go Outdoors – Making a fairy house	Sand Sculptures
English Writing Units	Haiku Narrative	Retell Comic Strip Letter
GPS	Expanded noun phrases Past and present progressive forms of verb Tenses Statements Questions Commands Exclamations Adjectives Adverbs Subordination using because, if, when, that	Expanded noun phrases Past and present progressive forms of verb Tenses Statements Questions Commands Exclamations Adjectives Adverbs Subordination using because, if, when, that

	Co-ordination using or, and, but Sentences Simple past and simple present Subordinating conjunctions	Co-ordination using or, and, but Sentences Simple past and simple present Subordinating conjunction
History (Keystage History)	**Mary Anning** • The lives of significant individuals in the past who have contributed to national and international achievements.	
Geography (Oddizzi)	**Contrasting locality – A Zambian Village** • Understand, geographical, similarities and differences through studying the human and physical geography of a contrasting non-European country. • 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 • - key human features including city, town, village, factory, farm, house, office, port, harbour and shop	
Art & Design	**Artist: Andy Goldsworthy** • Paint pebbles and turn them into woodland creatures (Painting) • Fairy Wings (Tie Dye) • Outdoor Learning – Natural 3D forms (sculpture)	**Artist: Sudarsan Pattnaik** • Create Lighthouses (sculpture) • Sand Art – Beach scenes – collage • Weaving Transition
Design & Technology (Kapow)	**Mechanisms – Fairground wheels** • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology. • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.	

Music	• Play tuned and untuned instruments musically	• Play tuned and untuned instruments musically • Make and use sounds using the inter- related dimensions of music. • listen with concentration and understanding to a range of high-quality live and recorded music
Religious Education	• Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers	• Listen and respond to stories highlighting the morals and values of all.
Computing (Magpie)	**Coding - Sequencing** • 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 • use technology purposefully to create, organise, store, manipulate and retrieve digital content	**Coding - Loops** • 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. • use technology purposefully to create, organise, store, manipulate and retrieve digital content
Physical Education	**Games and Athletics** • 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 • participate in team games, developing simple tactics for attacking and defending	**Games and Athletics** • 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 • participate in team games, developing simple tactics for attacking and defending
PHSRE (Jigsaw)	**Relationships** • I can identify different members of my family and understand that everybody's families are different • I understand there are lots of forms of physical contact and can explain which types I like and don't like • I can identify some things that cause conflict with my friends and can demonstrate problem solving techniques to resolve these conflicts • I understand that, sometimes it is good to keep a secret, but sometimes it is not good to keep a secret • I understand how it feels to trust someone	**Changing Me** • I can recognise life cycles in nature. • I can recognise the natural process of growing from old to young • I can recognise the physical differences between boys and girls and use the correct name for body parts • I understand that somebody parts are private • I can tell you what I like about being a boy or girl • I can identify people that I respect who are older than me • I can start to think about how I need to change ready for Year Three (transition)

	• I recognise and appreciate people in my family and school	
Science	**Our local Environment** • Explore and compare the differences between things that are living dead, and things that I've never been alive • Identify that most living things live in habitats to which they are suited and described how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other • Identify a name, a variety of plants and animals in their habitats, including micro habitats • Describe how animals obtain their food from plants and other animals, using the idea of the simple, food, chain and identify name different sources of food **Working scientifically** • Observe closely • Perform simple tests • Identify and classify • Use observations and ideas to suggest answers to questions Gather and record data to help in answering questions	**Little Gardeners** • Identify a name, a variety of plants and animals in their habitats, including micro habitats • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy • Identify and compare the suitability of a variety of every day materials, including wood, metal plastic glass, brick rock, paper and cardboard for particular uses **Working scientifically** • Observe closely • Perform simple tests • Identify and classify • Use observations and ideas to suggest answers to questions Gather and record data to help in answering questions