

## Science

**Unit Title—** Living things and their habitats

**Scientist Focus—** Rachel Carson

**Key Knowledge—** the differences between living, dead and never alive, know how living things are suited to their habitats, identify and name a variety of plants in their habitats, understand basic food chains

**Key Vocabulary—** habitat, micro-habitat, living, dead, MRS GREN, movement, respiration, sensitivity, growth, reproduction, excretion, nutrition, food chain

**Key Skills Developed—** observe plants, animals and habitats, carry out a simple experiment following instructions and note observations

## History/Geography

**Unit Title—** Beside the seaside

**Key Knowledge—** understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Southport), understand and use key vocabulary

**Key Vocabulary—** physical features, beach, cliff, coast, hill, mountain, sea, ocean, river, soil, vegetation, season and weather  
human features, city, town, village, port, harbour, pier

**Key Skills Developed—** Use key words to describe locations, sort physical and human features, recognise features on an aerial photograph and map, devise a simple map

## Art/Design Technology

**Unit Title—** Sea creature batik

**Artist focus—** Jayne Huskisson

**Key Knowledge—** how to use wax resist techniques, about the work of Jayne Huskisson

**Key Vocabulary—** batik, wax resist, ink, paint, colour, line, sketch,

**Key Skills Developed—** Use different wax resist techniques, to use the work of an artist to design their own artwork, use colour effectively

## Computing

**Unit Title—** Using the internet

**Key Knowledge—** how to use a one word search term, how to stay safe online, what is a blog and how to use it

**Key Vocabulary—** internet, search engine, blog, content, website

**Key Skills Developed—** logging in, using one word search terms, using a search engine, creating content, blogging

## PE

**Key Skills—** invasion games and teamwork

**Key Vocabulary—** running, jumping, catching, throwing, team, invasion games

## Music

**Charanga Unit—** Hands, feet, heart

## Year 2

### Autumn 1

#### Oh, I do like to be beside the seaside

**Key text—** The Lighthouse Keeper's Lunch

**Christian Value—** Endurance

**PSCHE focus—** Mental health and well-being

## Cross-Curricular Maths

**Geography—** compass directions, position and direction

**Art—** accurate measuring

**Science—** presenting results

## Cross-Curricular Writing

**RE—** Prayer, writing from the point of Mary Jones

**Geography—** Leaflet about Southport

**Computing—** Poster about internet safety, blogging

## English

**Key Texts—** The Lighthouse Keeper's Lunch, The Lighthouse (literacy shed visual text)

**Grammatical knowledge developed—** using capital letters, full stops, and question marks; use and recognise expanded noun phrases; recognise nouns, verbs, adjective and adverbs

**Spelling rules—** spell common exception words; -dge, -ge; kn, gn, wr; w spellings (e.g. worm, warm, want); -ey

**Key genres—** description, narrative, book review, instructions

**Key vocabulary—** text, fiction, non-fiction, description, setting, character, personality, appearance, expanded noun phrase, noun, adjective, verb, adverb, capital letter, full stop, question mark, common exception words

## Maths

**Focus—** Place value, Addition and subtraction

**Key Knowledge—** count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward; recognise the place value of each digit in a two-digit number (tens, ones); identify, represent and estimate numbers using different representations, including the number line; compare and order numbers from 0 up to 100; use <, > and = signs; read and write numbers to at least 100 in numerals and in words; use place value and number facts to solve problems.

**Key Vocabulary—** number, digit, place value, ones (units), tens, hundreds, place holder, equal, greater than, less than, fewer, more, dienes, number line, value, partition, bar model, whole part model

## RE

**Unit Title—** Why is the Bible such a special book?

**Key Questions—** Why is the Bible special?, Why does the vicar/minister think that the Bible is special?, Which Bible stories do you enjoy?, Who uses the Bible?, The Bible is in two parts which are different. Why/how are they different?

**Key Knowledge—** The Bible is the Christian holy book, The Bible is made up of a library of books, The Bible is in two sections- the Old Testament and the New Testament, Owning a Bible is very important to Christians, The Bible contains God's big story from the beginning through to the Kingdom of God, People of other faiths have different holy books.

**Key Vocabulary—** Bible, Books, Old Testament, New Testament

**Key Skills Developed—** Opportunity to look at and handle many different Bibles; Look at the Bible as a library; Listening to stories from both Testaments and know where they can be found.

## Science

**Unit Title**— Living things and their habitats

**Scientist Focus**— Rachel Carson

**Key Knowledge**— the differences between living, dead and never alive, know how living things are suited to their habitats, identify and name a variety of plants in their habitats, understand basic food chains

**Key Vocabulary**— habitat, micro-habitat, living, dead, MRS GREN, movement, respiration, sensitivity, growth, reproduction, excretion, nutrition, food chain

**Key Skills Developed**— observe plants, animals and habitats, carry out a simple experiment following instructions and note observations

## History/Geography

**Unit Title**— How have seaside holidays changed?

**Key Knowledge**— how seaside holidays have changed since the Victorian times, how the heroic actions of Grace Darling contributed to the modern-day RNLI.

**Key Vocabulary**— history, past, present, change, significant, source, artefact, timeline,

**Key Skills Developed**— Create a timeline, compare pictures and artefacts from the past to present day, use different sources to find out about a significant person

## Art/Design Technology

**Unit Title**— Punch and Judy puppets

**Key Knowledge**— how puppets are made to appeal to children, how to design and make an appealing product

**Key Vocabulary**— puppet, design, product, purpose, sew, stitch, fabric, evaluate

**Key Skills Developed**— to design an appealing product for a purpose, to choose and use appropriate tools, to use stitching, sticking and cutting to make a fabric puppet, to evaluate a product,

## Computing

**Unit Title**— Computer art

**Key Knowledge**— how to use a paint program

**Key Vocabulary**— paint, program, tools,

**Key Skills Developed**— to recreate a piece of art using a computer program, to manipulate shapes and objects to create an art style, selecting appropriate tools

## PE

**Key Skills**— circuit training and fitness

**Key Vocabulary**— running, jumping, catching, throwing, team, improve, heart rate

## Music

**Unit**— Nativity music and percussion

## Year 2

### Autumn 2

#### Oh, I do like to be beside the seaside

**Key text**— The Storm Whale

**Christian Value**— Peace

**PSCHE focus**— Celebrating differences

## PSHCE

**Focus**— Celebrating Differences

**Key Objectives**— Name differences and similarities between classmates, explain that sometimes people get bullied because they appear to be different including gender stereotypes, explain why it is OK to be different from friends

## Cross-Curricular Maths

**Science**— presenting results in graphs

**DT**— accurate measuring

**ICT**— shapes in computer art

## Cross-Curricular Writing

**RE**— Message from Zechariah to Elizabeth, conversation between Mary and Gabriel, newspaper report

**History**— Story of Grace Darling's rescue,

## English

**Key Texts**— The Storm Whale, The Storm Whale in Winter

**Grammatical knowledge developed**— using capital letters, full stops, question marks and exclamation marks; use apostrophes for contraction and possession; recognise nouns, verbs, adjective and adverbs

**Spelling rules**— spell common exception words; -dge, -ge; w spellings (e.g. worm, warm, want)

**Key genres**— diary, poem, letter, non-chronological report

**Key vocabulary**— text, fiction, non-fiction, illustration, description, setting, character, personality, appearance, expanded noun phrase, noun, adjective, verb, adverb, capital letter, full stop, question mark, exclamation mark, common exception words, apostrophe,

## Maths

**Focus**— Addition and subtraction, money, multiplication

**Key Knowledge**— solve problems with addition and subtraction, recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100, add and subtract; a two-digit number and ones, a two-digit number and tens, two two-digit numbers, show that addition of two numbers can be done in any order and subtraction of one number from another cannot, recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems, recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value, find different combinations of coins that equal the same amounts of money, solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

**Key Vocabulary**— number, digit, place value, ones (units), tens, hundreds, place holder, equal, greater than, less than, fewer, more, dienes, number line, value, partition, bar model, whole part model, add, subtract, minus, take away, pence, pound, money, amount, total,

## RE

**Unit Title**— Why was the birth of Jesus such good news?

**Key Questions**— Why was the birth of Jesus good news? Why is this news so important? What difference did it make to the world? How did the good news spread further? How is this good news told today? How is this good news celebrated today? What do angels do?

**Key Knowledge**— That we believe that the birth of Jesus is good news, that angels brought the good news to Zechariah, Mary and the shepherds, that we believe Jesus is the saviour of the world.

**Key Vocabulary**— Bible, Books, Old Testament, New Testament, good news, Christmas, Jesus, angels

**Key Skills Developed**— I can ask good questions about the Christmas story. I can tell you all about what happened to Zechariah. I can tell you the Christmas story. I can talk about the message of the angels. I can describe the different ways artists portray angels. I can talk about the ways we share the good news at Christmas time.

## Science

**Unit Title—** Animals, including humans

**Scientist Focus—** Elizabeth Garrett Anderson

**Key Knowledge—** notice that animals, including humans, have offspring which grow into adults, find out about and describe the basic needs of animals, including humans, for survival (water, food and air), describe the importance for humans of (1) exercise, (2) eating the right amounts of different types of food, and (3) hygiene.

**Key Vocabulary—** baby, toddler, child, teenager, adult, life cycle

**Key Skills Developed—** observe plants, animals and habitats, carry out a simple experiment following instructions and note observations

## Geography

**Unit Title—** Let's go to China

**Key Knowledge—** understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Manchester), and of a small area in a contrasting non-European country (Beijing, China),

**Key Vocabulary—** map, aerial photograph, atlas, continents, country, city

**Key Skills Developed—** recognise features on an aerial photograph and map, devise a simple map, identify human and physical features.

## Art

**Unit Title—** Chinese watercolour art

**Key Knowledge—** to know about different types of Chinese art including calligraphy

**Key Vocabulary—** watercolour, blend, primary colours, secondary colours, calligraphy

**Key Skills Developed—** to use watercolour paints correctly, to blend and mix colours,

## Computing

**Unit Title—** Presentation skills

**Key Knowledge—** use technology purposefully to create, organise, store, manipulate and retrieve digital content,

**Key Vocabulary—** presentation, text, image, slides, font, format,

**Key Skills Developed—** organise ideas for a presentation, create a simple presentation with text, add and format an image, reorder slides and present a presentation

## PE

**Key Skills—** Yoga

**Key Vocabulary—** mindfulness, pose, balance

## Music

Tempo, Dynamics and Chinese dragon dance drumming

## Year 2

### Spring 1

### Let's Go To China

**Key text—** The Great Race, The Magic Paintbrush

**Christian Value—** Trust

## PSHCE

**Focus—** Dreams and goals

**Key Objectives—** I can; choose a realistic goal and think how to achieve it, persevere even when I find things difficult, recognise who I work well with and who is more difficult to work with, work well in a group, tell you some ways I worked well, share success with other people.

## Enhancement opportunities

Great wall of china building,

Chinese New Year Celebration,

Writing to our sister school in China.

## English

**Key Texts—** The Great Race, The Magic Paintbrush

**Grammatical knowledge developed—** using conjunctions (and, but, because, so, or) using capital letters, full stops, question marks and exclamation marks; use apostrophes for contraction and possession; sentence types (exclamation, question, command, statement),

**Spelling rules—** spell common exception words; -dge, -ge; w spellings (e.g. worm, warm, want)

**Key genres—** description, narrative, letter

**Key vocabulary—** text, fiction, non-fiction, description, setting, character, personality, appearance, noun, adjective, verb, adverb, capital letter, full stop, question mark, apostrophe, suffix, exclamation, question, command, statement

## Maths

**Focus—** Multiplication, division, Statistics, Shape

**Key Knowledge—**

recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, calculate mathematical statements for division within the multiplication tables and write them using the division ( $\div$ ) and equals (=) signs, show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot, solve problems involving division, identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line, identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces, interpret and construct simple pictograms, tally charts, block diagrams and simple tables, ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity, ask and answer questions about totalling and comparing categorical data.

**Key Vocabulary—** number, digit, place value, ones (units), tens, hundreds, place holder, equal, greater than, less than, fewer, more, dienes, number line, value, partition, bar model, whole part model

## RE

**Unit Title—** Jesus, friend to everyone

**Key Questions—** What is a miracle? Why are these stories important? Why did Jesus welcome everyone? I wonder how it felt to meet Jesus? What did Jesus want us to learn from his behaviour? What do these stories reveal about Jesus?

**Key Knowledge—** I know; that the stories we have read can be found in the Gospels in the New Testament, we believe the miracles reveal Jesus as the Son of God, that Jesus was teaching us to be a friend to everyone.

**Key Vocabulary—** Miracle, New Testament, Gospels, faith and trust

**Key Skills Developed—** I can; retell the stories about Jesus covered in this unit, tell you how these stories reveal Christian beliefs about Jesus, talk about my own experiences and feelings, respond sensitively to questions about my own and others experiences and feelings, make links between the way a person behaves and what that person believes.

## Science

**Unit Title**— Uses of everyday materials

**Scientist Focus**— Charles Macintosh

**Key Knowledge**— identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, 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.

**Key Vocabulary**— wood, metal, plastic, glass, brick, rock, paper, cardboard, suitable, material, solid, waterproof, opaque, translucent, transparent,

## History

**Unit Title**— Knights and Castles

**Key Knowledge**— to know about events beyond living memory that are significant nationally or globally (The Battle of Hastings), to know about the lives of significant individuals in the past who have contributed to national and international achievements (William the Conqueror)

**Key Vocabulary**— Norman, battle, King, Bayeux tapestry, Feudal system, knights, lords, peasants, castle, battlements, moat, drawbridge, motte, bailey, fort, arrow loops, portcullis, barbican

**Key Skills Developed**—to find out about the past from a variety of sources, to empathise with people from the past

## DT

**Unit Title**— Construction and moving parts: drawbridges

**Key Knowledge**— to know how to connect different materials, build structures, exploring how they can be made stronger, stiffer and more stable, explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

**Key Vocabulary**— draw bridge, lever, wheel, axle, and template

**Key Skills Developed**— select from and use a range of tools and equipment to perform practical tasks, generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups

## Computing

**Unit Title**— Internet Safety

**Key Knowledge**— How can we be good digital citizens? Why is it important to have device free moments? What kinds of information should I keep to myself on the internet? What information is OK to have in your digital footprint? How are we all part of an online community? What should you do if someone is mean to you online? How can you give credit for other people's work?

**Key Vocabulary**— data, device, digital, digital footprint, online

## PE

**Key Skills**— Hockey

**Key Vocabulary**— Hockey, team, pass, defend, attack

## Music

Medieval music and dancing

## Year 2

### Spring 2

#### Knights and castles

**Key text**— Tell me a dragon- Jackie Morris

The Egg- M. P. Robertson

**Christian Value**- Forgiveness

#### Cross-Curricular Maths

**PE**- keeping score and timing

**Science**- presenting results and measuring

**DT**- measuring accurately

#### Cross-Curricular Writing

**ICT**- PowerPoint presentation

**History**- Knight wanted

#### Enhancement opportunities

World Book Day PJ day

Making dragon eyes

Knight tournament

## PHSCE

**Learning Intentions**- I know what I need to keep my body healthy, I can show you what relaxed means, I know how medicines work, I can sort food into the correct food groups, I can make some healthy snacks, I can decide what foods to eat to keep my body healthy.

**Social and emotional development**- I am motivated to make healthy lifestyle choices, I feel positive about caring for my body.

## English

**Key Texts**- Tell me a dragon- Jackie Morris; The Egg- M. P. Robertson

**Grammatical knowledge developed**-subordination (using when, if, that, or because) and co-ordination (using or, and, or but), commas in lists, sentence types

**Spelling rules**— spell common homophones; add suffixes to spell longer words,

**Key genres**- description, narrative, instructions, explanation,

**Key vocabulary**- text, fiction, non-fiction, description, setting, character, personality, appearance, noun, adjective, verb, adverb, capital letter, full stop, question mark, apostrophe, possessive, contraction, comma, suffix, exclamation, question, command, statement, past tense, present tense, homophone

## Maths

**Focus**— Measurement: Length, Height,

**Key Knowledge**— choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); using rulers, scales, thermometers and measuring vessels; compare and order lengths and record the results using >, < and =, recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, calculate mathematical statements for division within the multiplication tables and write them using the division (÷) and equals (=) signs, show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot, solve problems involving division, to solve problems involving fractions of shapes and numbers, to recognise some equivalent fractions

**Key Vocabulary**— metre, centimetre, length, width, height, ruler, tape measure, divide, division, share, group, inverse, fraction, half, quarter, third, whole, equivalent

## RE

**Unit Title**— Easter: How do Symbols help us to understand the story?

**Key Questions**— How do symbols help us to understand the meaning of the Easter story? Why is Easter the most important festival in the Christian calendar? What has saving people and rescue got to do with Jesus and Easter?

**Key Knowledge**— I know: that there are different objects and symbols used to help explain and understand the meaning of Easter; that the Easter story is central to Christian belief; why the Easter story is central to Christian belief; that we (Christians) believe that Jesus died to save humankind and this is part of God's salvation plan.

**Key Vocabulary**— Cross, crucifix, Paschal candle, resurrection, Last Supper, Eucharist, symbol, Light of the World, sacrifice and celebration.

**Key Skills Developed**— I can: identify and name some of the symbols of Easter e.g. Cross, bread and wine, retell the Easter story; describe simply what the symbols of Easter mean; describe briefly why Christians celebrate Easter; talk about my own experiences of Easter celebrations; explain what I think is the most important thing about Easter; between the way a person behaves and what that person believes.

## Science

**Unit Title**— Plants

**Scientist Focus**— Jane Colden

**Key Knowledge**— observe and describe how seeds grow into mature plants, find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

**Key Vocabulary**— root, leaf, stem, flower, bud, seed, bulb, germination, sprout, shoot, seed dispersal, sunlight, water, temperature, nutrition,

**Key Skills Developed**— performing simple tests, identifying and classifying, asking simple questions, observing closely using a variety of equipment

## PE

**Key Skills**— Athletics

**Key Vocabulary**— running, jumping, skipping, hurdling, javelin, shot-put, discus, relay

## Music

Great fire of London songs and glockenspiels

## Year 2

### Summer 1

### Fire, Fire!

**Key text**— The Great Fire of London- Gillian Clements

**Christian Value**— Compassion

**PSCHE focus**— Relationships

## History

**Unit Title**— The Great Fire of London

**Key Knowledge**— to know about events beyond living memory that are significant nationally or globally (The Great Fire of London), to know about the lives of significant individuals in the past who have contributed to national and international achievements (Samuel Pepys)

**Key Vocabulary**— Thomas Farriner, Samuel Pepys, King Charles II, Sir Christopher Wren, fire hooks, Thames, monument, significant, sequence

**Key Skills Developed**—to find out about the past from a variety of sources, to empathise with people from the past

## Cross-Curricular Maths

**DT**— accurate measuring of ingredients

**Science**— presenting results

**Computing**— Position and direction

## Cross-Curricular Writing

**RE**— Description of Galilee

**History**— Samuel Pepys fact file, diary, newspaper report, leaflet

## Enhancement opportunities

Y2 visit to church

Baking bread

Virtual lesson from the British Museum

## PHSCE

**Learning Intentions**— I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.

I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.

**Social and emotional development**— I accept that everyone's family is different and understand that most people value their families, I am comfortable accepting appreciation from others

## English

**Key Texts**— The Great Fire of London- Gillian Clements

**Grammatical knowledge developed**— use the present and past tenses correctly and consistently including the progressive form; to recognise and use nouns, adjectives, verbs, adverbs

**Spelling rules**— days of the week, months of the year, spell common homophones: -el, -le, -al, -il; continued work on suffixes, apostrophes for contraction

**Key genres**— description, leaflet, diary, poem, newspaper report

**Key vocabulary**— text, fiction, non-fiction, description, setting, character, personality, appearance, noun, adjective, verb, adverb, capital letter, full stop, question mark, apostrophe, suffix, exclamation, question, command, statement, past tense, present tense, homophone

## Maths

**Focus**— Measurement: Time, Mass, Capacity; Reading scales, position and direction, problem solving and efficient methods

**Key Knowledge**— choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels; compare and order lengths, mass, volume/capacity and record the results using >, < and =; compare and sequence intervals of time; tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times; know the number of minutes in an hour and the number of hours in a day.

**Key Vocabulary**— mass, kilograms, grams, capacity, litres, millilitres, temperature, thermometer, Celsius, time, second, minute, hour, add, subtract, efficient, total, equals, clockwise, anti-clockwise, turn, quarter, half, three quarters,

## RE

**Unit Title**— Why is the church a special place or Christians?

**Key Questions**— What makes a place special? Where is your special place? What do you think makes a Church a special place? Why is the church a special place for Christians? Why/when do people go to Church? What happens in the Church? What makes a place holy/sacred?

**Key Knowledge**— that the church is a special place where Christians meet to worship and pray. It is also the body of people and not just the building. that for Christians the church is a holy blessed space. the story of Moses and the people of God building the tabernacle (tent of meeting) to house the ark of the covenant. that people of other faiths have special holy places of worship, what these buildings are called, their key features, and the worship that takes place there.

**Key Vocabulary**— Church, Vicar, Minister, pews, font, altar, stained glass, worship, holy, sacred,

**Key Skills Developed**— ask good questions that reveal understanding about the church and what happens there. connect the features of the church to Bible Stories. use religious vocabulary to name and describe the features of a church building.

## DT

**Unit Title**— Bread: Pudding lane recipes

**Key Knowledge**— use the basic principles of a healthy and varied diet to prepare dishes, understand where food comes from.

**Key Vocabulary**— bread, bake, dough, flour, knead, design, evaluate, recipe, ingredients

**Key Skills Developed**— design purposeful, functional, appealing products for themselves and other users based on design criteria, select from and use a wide range of ingredients, according to their characteristics, explore and evaluate a range of existing products evaluate their ideas and products against design criteria

## Computing

**Unit Title**— Programming Turtle Logo and Scratch

**Key Knowledge**— use technology purposefully to create, organise, store, manipulate and retrieve digital content,

**Key Vocabulary**— algorithms, instructions, commands, move, turn, repeat, turn

**Key Skills Developed**—Turn the turtle using rt 90 and lt 90, Draw squares and rectangles, Create simple algorithms using a number of different blocks. Use the repeat and green flag blocks to control algorithms.

## Science

**Unit Title**— The environment

**Scientist Focus**— James Blythe and John Brown Co (wind turbines)

**Key Vocabulary**— endangered, renewable, energy, turbine, solar, reduce, reuse, and recycle,

**Key Skills Developed**— Compare two different measurements. Draw a simple conclusion from the results of a test. Identify the material of an object. Suggest ways to reduce, reuse and recycle. Take a survey using a tally. Think of a way to teach people to use less energy. Communicate ideas to other people. Use different sources to find out answers to questions. Label the animal groups. Measure an amount of water in ml. Record the amount of water measured. Answer questions about an animal they have researched.

## History

**Unit Title**— WW2- Life on the home front

**Key Knowledge**— to know about events beyond living memory that are significant nationally or globally (WW2), significant historical events, people and places in their own locality (how was Greater Manchester affected by the war?) the lives of significant individuals (Gracie Fields)

**Key Vocabulary**— WW2, allies, axis, home front, Blitz, Anderson shelter, Morrison shelter, propaganda, evacuees, rations

**Key Skills Developed**— to find out about the past from a variety of sources, to empathise with people from the past

## Art

**Unit Title**— Dame Laura Knight and propaganda art

**Key Knowledge**— to know that art can be used to make people feel in a certain way, about the work of Dame Laura Knight and why it was so important.

**Key Vocabulary**— Dame, Laura Knight, propaganda, persuasive, complementary colours, contrasting colours

**Key Skills Developed**— sketching a design, mixing and blending colours, drawing out a design on a larger scale, using contrasting and complementary colours to make a design stand out.

## Computing

**Unit Title**— Using and applying

**Key Knowledge**— how to use the variety of computer programs taught this year.

**Key Vocabulary**— Vocab from the year

**Key Skills Developed**— find and open software for creating computer art; add text and images to a presentation; retrieve/open a file from a saved location; select a relevant backdrop and character within Scratch; add a second character and position on the backdrop within Scratch.

## PE

**Key Skills**— End of year games

**Key Vocabulary**— Reinforcement of all previously taught concepts

## Music

Listening to and performing music from WW2 (Gracie Fields, Vera Lynn, Louis Armstrong, Ella Fitzgerald)

## Year 2

### Summer 2

### WW2

**Key text**— The Lion and the Unicorn- Shirley Hughes

**Christian Value**— Hope

## Cross-Curricular Maths

**PE**- keeping score and timing

**Science**- presenting results and measuring

**History**- measuring to make gas mask box

## Cross-Curricular Writing

**History**- Evacuee diary, evacuee letter

## Enhancement opportunities

VE day celebration

Communitree 'Dig for Victory' day

## PHSCE

### Changing Me

**Learning Intentions**- I can recognise signs of life in nature, I can tell you about the natural process of growing, I can recognise how my body has changed since I was a baby, I can appreciate that some parts of my body are private, I can identify what I am looking forward to when I move to my next class

**Social and emotional development**- I can understand that some changes are outside of my control, I can identify people I respect, I feel proud about becoming more independent, I can start to think about the changes I will make when I am in year 3.

## English

**Key Texts**- The Lion and the Unicorn- Shirley Hughes

**Grammatical knowledge developed**-subordination (using when, if, that, or because) and co-ordination (using or, and, or but), commas in lists

**Spelling rules**— spell common homophones; add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly,

**Key genres**- narrative, letter, diary, instructions

**Key vocabulary**- text, fiction, non-fiction, description, setting, character, personality, appearance, noun, adjective, verb, adverb, capital letter, full stop, question mark, apostrophe, possessive, contraction, comma, suffix, exclamation, question, command, statement, past tense, present tense, homophone

## Maths

**Focus**— Consolidation of number work, revision

**Key Knowledge**— solve problems with addition and subtraction, recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100, add and subtract; a two-digit number and ones, a two-digit number and tens, two two-digit numbers, show that addition of two numbers can be done in any order and subtraction of one number from another cannot, recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems, recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value, find different combinations of coins that equal the same amounts of money, solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

**Key Vocabulary**— number, digit, place value, ones (units), tens, hundreds, place holder, equal, greater than, less than, fewer, more, dienes, number line, value, partition, bar model, whole part model, add, subtract, minus, take away, pence, pound, money, amount, total,

## RE

**Unit Title**— What happened at the Ascension and Pentecost?

**Key Questions**— Why is Ascension a special celebration in the church year? What happened at Pentecost? Why is Pentecost often called the Birthday of the Church? How does it feel when we say goodbye?

**Key Knowledge**— Christians believe that 40 days after the resurrection, Jesus ascended into heaven. Christians believe that God is three in one - Father, Son and Holy Spirit. the gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still. the events of Pentecost still impact on the church today.

**Key Vocabulary**— Ascension, Pentecost, Holy Spirit, disciples, power, heaven and Trinity.

**Key Skills Developed**— retell the stories of Jesus' ascension and the events of Pentecost. talk about their ideas of heaven. connect the gifts of the spirit with the school's Christian values. describe the symbols of the Holy Spirit.