


## 2 Year Rolling Topic – **Cycle 2**: Science, Geography, DT, Art, PSHE, History, ICT, Music, Dance/P.E, French, R.E.

AUTUMN		SPRING		SUMMER		
 <p><b>CLASS 2</b> Year 2</p>	<p><u>History</u> Changes within living memory <b>Topic Title: Toys</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Compare toys from different time periods</li> <li>Identifying and compare similarities and differences of toys</li> <li>Describe and compare features of toys</li> <li>Research toys using different sources</li> <li>Question and discuss the reliability of sources</li> <li><b>BEQ:</b> Debate the positives and negatives of plastic toys. Should they have been invented</li> </ul> <p>Big Enquiry Question: Should plastic ever have been invented?</p>	<p><u>Geography</u> <b>Topic Title: Our local Area and United Kingdom</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Learn about common map symbols and compare maps</li> <li>identify human and physical features in school grounds</li> <li>Devise a school map with symbols and features</li> <li>Identify the UK and its countries</li> <li>Gather evidence of how our school has changed and imagine its future development</li> <li>Research local sources of food and use local products (watercress, farming)</li> <li><b>BEQ:</b> Investigate the positives and negatives of plastic in our local community</li> </ul> <p>Big Enquiry Question: Should plastic ever have been invented?</p>	<p><u>History</u> Event beyond living memory <b>Topic Title: The Great Fire of London and Houses through the Ages</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Order key events of the Great Fire of London</li> <li>Explain why the Great Fire of London spread so quickly and eventually stopped.</li> <li>Look at what we know from of Samuel Pepys' diary.</li> <li>Use sources to ask and answer questions</li> <li><b>BEQ:</b> Compare London in 1666 with today, how have house changed because of fire regulations?</li> </ul> <p>Big Enquiry Question: Can fire ever be seen as a good thing?</p>	<p><u>Geography</u> <b>Topic Title: Life on different continents (houses and homes)</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Look at houses through time from 1666 from different continents</li> <li>Compare modern continental/non-European and European houses</li> <li>Locate the worlds 7 continents</li> <li>Research how houses across the world are built for purpose to suit their environment (weather ect)</li> <li>DT - Design and build a house to suit a certain continental environment</li> <li><b>BEQ:</b> Say how fire is used across the world</li> </ul> <p>Big Enquiry Question: Can fire ever be seen as a good thing?</p>	<p><u>History</u> Significant individuals <b>Topic: Nurses - Florence Nightingale and Mary Seacole</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Explore the lives of Florence Nightingale and Mary Seacole</li> <li>Learn about the different challenges both nurses faced and how they overcame these</li> <li>Discover how both nurses helped in Crimean War</li> <li>Place events and objects in chronological order</li> <li>Use artefacts to ask and answer questions about Florence Nightingale and Mary Seacole</li> <li><b>BEQ:</b> Consider what can we learn from these nurses to help make the world a better place?</li> </ul> <p>Big Enquiry Question: How can we make the world a better place?</p>	<p><u>Geography</u> <b>Topic Title: Our wonderful underwater world (oceans)</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Locate the worlds 5 oceans</li> <li>Recap the worlds 7 continents (song)</li> <li>Name a variety of landscapes and geographical features (ocean, river, coast, sea, island)</li> <li>Use compass directions to move around a map (beebots – treasure map)</li> <li>Recap map symbols and create a treasure map</li> <li>Identify human and physical features found in our world.</li> <li><b>BEQ:</b> Discuss how we can make our oceans cleaner</li> </ul> <p>Big Enquiry Question: How can we make the world a better place?</p>
	<p><u>Science</u> <b>Topic Title: Materials</b> <b>What is the strongest material to make a toy?</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Understand there are different materials</li> <li>Identify properties and compare every day materials.</li> <li>Sort and group toys according to their materials</li> <li>Experiment: investigate which is the strongest material by using physical force. Understand that materials can be changed by physical force (twisting, bending, squashing, stretching)</li> </ul> <p><b>Longitudinal Study across the year</b></p> <ul style="list-style-type: none"> <li>Observe changes in the seasons (weather and day length).</li> <li>Notice, record and describe tables and charts about seasonal change</li> </ul>	<p><u>Science</u> <b>Topic Title: Healthy Eating</b> <b>How can I keep my mind and body healthy?</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Understand and explain what a healthy balanced diet looks like</li> <li>Understand what good hygiene is</li> <li>Explore how we can stop the spreading of diseases.</li> <li>Understand that exercise keeps us physically healthy</li> <li>Explore how we can keep emotionally healthy</li> <li>Use local produce to create a healthy snack (Watercress salad)</li> </ul>	<p><u>Science</u> <b>Topic Title: Forces (pushes and pulls)</b> <b>Do bigger pushes and pulls have bigger effects?</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Understand that objects move in different ways.</li> <li>Pushing and pulling can make objects move or stop.</li> <li>Pushing and pulling can change the shape of objects.</li> <li>pushing and pulling can make objects move faster or slower</li> <li>Bigger pushes and pulls have bigger effects</li> </ul>	<p><u>Science</u> <b>Topic Title: Plants on different continents</b> <b>What happens if I do not water a plant?</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Research what plants are native to Europe and compare with South America</li> <li>Understand plants grow from seeds or bulbs</li> <li>Find out that plants need warmth, light and water to grow and survive</li> <li>Keep a plant diary- Sow 2 seeds in a pot but only water 1. Observe, describe and compare their growth</li> <li>Use scientific language to label the parts of a daffodil (Europe) and cactus (south America)</li> <li>identify and classify different plants (deciduous and evergreens)</li> </ul>	<p><u>Science</u> <b>Topic Title: Animals Including humans</b> <b>What do humans need to survive? Compare 'needs' with 'wants'</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Understand that all animals will eventually die</li> <li>Learn that animals reproduce new animals when they reach maturity</li> <li>Understand that animals grow until they reach maturity and then do nit grow any larger</li> <li>Find out about and describe the basic needs of animals.</li> <li>Describe the importance for humans to exercise.</li> <li>What happens when we build a bug house? Understand we need shelter</li> </ul>	<p><u>Science</u> <b>Topic Title: Living things and Survival</b> <b>What is the difference between land and sea micro habitats?</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Explore and compare differences between things which are living, dead, never been alive</li> <li>Identify a variety of habitats (land, water)</li> <li>Explore micro habitats on field</li> <li>Explore micro habitats in water (video)</li> <li>Compare micro habitats on land and in water</li> <li>Find out about underwater good chains</li> </ul>
	<p><u>Art/ DT</u> <b>Topic Title: Waving toy bear</b> Knowledge / key concepts: Media covered: DT, Artist study and drawing</p> <ul style="list-style-type: none"> <li>Evaluate artist works (moving picture).</li> <li>Experiment creating texture with using different media (pencil, chalk, charcoal, pen)</li> <li>Draw a bear on card and create a waving hand (pivot arm)</li> <li>Decorate bear with favourite media from texture experiments</li> </ul>	<p><u>Art/DT - Food</u> <b>Topic Title: Health snacks (local Watercress)</b> Knowledge / key concepts: Media covered: DT, drawing, painting</p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks.</li> <li>Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>Understand where food comes from</li> <li>Draw and paint map symbols</li> </ul> <p style="text-align: center;"><b>Christmas Arts and Crafts</b></p>	<p><u>Art</u> <b>Topic Title: The Great fire of London</b> Knowledge / key concepts: Media covered: Drawing, painting, layering,</p> <ul style="list-style-type: none"> <li>Know the primary colours</li> <li>Experiment with colour mixing red and orange</li> <li>A4 horizontal colour mixing hues going from yellow to orange to red</li> <li>Draw and cut out outline of London landscape</li> <li>Collage – Layer black London landscape (outline) on top of orange hue colour mix</li> </ul>	<p><u>Art</u> <b>Topic Title: Continental Creations</b> Knowledge / key concepts: Media covered: Drawing, painting, collage</p> <ul style="list-style-type: none"> <li>Explore works of an aboriginal dot Artist</li> <li>experiment with dot painting</li> <li>Final piece aboriginal art – dot painting</li> <li>experiment with colour mixing whites, blues</li> <li>Paint colour mix northern lights</li> <li>Collage of union Jack</li> </ul>	<p><u>Art</u> <b>Topic Title: Andy Warhol PopArt Portraits</b> Knowledge / key concepts: Media covered: Digital, drawing, painting, Artist Study</p> <ul style="list-style-type: none"> <li>learn about the work of a range of artists and designers, describing the differences and similarities between our practise and theirs. (Andy Warhol)</li> <li>Digital Self-portraits: Take selfie with iPads. Use PopArt App to edit. Choose colours that display and portray pupils' emotion.</li> <li>Use mirror to draw self portrait</li> <li>Print selfie and colour in PopArt style</li> <li>Print selfie and paint in PopArt style</li> </ul>	<p><u>DT</u> <b>Topic Title: Life at sea</b> Knowledge / key concepts: Media covered: DT, paint, draw, sculpture</p> <ul style="list-style-type: none"> <li>DT – design and construct junk modelled RNLI life boat with pulley sail mechanism. Use joining techniques. And paint.</li> <li>Evaluate model boat against design criteria, how can model be made stronger and more stable</li> <li>Clay waves – sculpt and paint to create class mural. Use tools to sculpt (colour mix)</li> </ul>
	<p><u>Computing</u> <b>Topic Title: Technology around us</b></p> <ul style="list-style-type: none"> <li>To develop their understanding of technology and how it can help us.</li> <li>To develop their keyboard and mouse skills.</li> <li>To use technology responsibly.</li> </ul>	<p><u>Computing</u> <b>Topic Title: Grouping Data</b></p> <ul style="list-style-type: none"> <li>To understand the terms Labelling, grouping, and searching</li> <li>To sort objects according to their properties and answer questions posed</li> </ul>	<p><u>Computing</u> <b>Topic Title: Moving a Robot</b></p> <ul style="list-style-type: none"> <li>To develop their understanding of the term algorithms and use their knowledge to program a floor robot and to also predict their movements based on a set of commands.</li> </ul>	<p><u>Computing</u> <b>Topic Title: introduction to animation</b></p> <ul style="list-style-type: none"> <li>To investigate sprites, backgrounds, and use programming blocks to use, modify and create programs.</li> </ul>	<p><u>Computing</u> <b>Topic Title: Digital Painting</b></p> <ul style="list-style-type: none"> <li>To develop their understanding of a range of tools used for digital painting.</li> <li>To use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work.</li> </ul>	<p><u>Computing</u> <b>Topic Title: Digital Writing</b></p> <ul style="list-style-type: none"> <li>To develop their keyboard and mouse skills in order to enter and remove text.</li> <li>They will consider the differences between physically writing and using technology to write and say which they prefer and justify their choice.</li> </ul>

<p><b>RE</b> Topic Title: <b>Celebration – Simchat Torah</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• What is Celebration? How and what do we celebrate?</li> <li>• What is the Torah? Learn how the Torah is used in Jewish worship</li> <li>• Understand the importance of Simchat Torah in Jewish life</li> <li>• Explore our class reflection corner</li> </ul>	<p><b>RE</b> Topic Title: <b>A Christmas Star</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Understand the Christmas story</li> <li>• What was the importance of the wise men?</li> <li>• True meaning of giving/receiving gifts</li> <li>• Why is a star so important at Christmas</li> <li>• To understand the role that Jesus birth played for Christianity.</li> </ul>	<p><b>RE</b> Topic Title: <b>Key events in Jesus' life</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• What is Authority and why do we have it?</li> <li>• Look at the key events of Jesus' life</li> <li>• How did these events show Authority</li> <li>• Why were these events important for Christianity</li> </ul>	<p><b>RE</b> Topic Title: <b>Palm Sunday – Triumph into Jerusalem</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Learn about the Easter story</li> <li>• Focus and explore the events of Palm Sunday</li> <li>• How did Palm Sunday triumph for Jesus?</li> <li>• What did Jesus overcome? What have you overcome?</li> </ul>	<p><b>RE</b> Topic Title: <b>Great Jewish Figures</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Learn the hierarchy of Jewish figures (Rabbi)</li> <li>• What is the role of a Rabbi?</li> <li>• Learn the significance of historical Jewish figures</li> <li>• Why are these figures important to the Jewish religion</li> </ul>	<p><b>RE</b> Topic Title: <b>"God" Talk</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Who is God to Christians?</li> <li>• What does the Bible say about God</li> <li>• Why do Christians pray</li> <li>• How does prayer connect Christians with God</li> <li>• Understand that Churches are the house of God</li> </ul>
<p><b>French Colours</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• To recognise the colours of the rainbow</li> <li>• To ask/answer what their favourite colour is</li> <li>• To sing the French colours song</li> </ul>	<p><b>French Counting</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• To count 10 objects in French</li> <li>• To count to 20 in a group</li> <li>• To count to 10 on their own</li> </ul>	<p><b>French Our Bodies</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Sing head, shoulders, knees and toes in French</li> <li>• Label body parts</li> <li>• Ask/answer where body parts are</li> </ul>	<p><b>French Greetings</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Learn basic greetings</li> <li>• Use basic greetings to ask/answer questions</li> <li>• Begin to use basic greetings to hold a short conversation</li> </ul>	<p><b>French Hobbies</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• To learn hobbies/sports/activities</li> <li>• To say which hobbies I like</li> <li>• To say which hobbies I do not like</li> </ul>	<p><b>French Hobbies</b> Knowledge / key concepts: Develop confidence, fluency and accuracy to:</p> <ul style="list-style-type: none"> <li>• Learn hobbies/sports/activities</li> <li>• Say which hobbies I like</li> <li>• Say which hobbies I do not like</li> </ul>
<p><b>P.E /Games Multiskills</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• To show control and balance in basic movements.</li> <li>• Show spatial awareness and awareness of others in running, chasing and avoidance games.</li> <li>• To choose and use different tactics and movements to suit different situations.</li> </ul>	<p><b>P.E /Games Multiskills</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• To show control and balance in basic movements.</li> <li>• Show spatial awareness and awareness of others in running, chasing and avoidance games.</li> <li>• To choose and use different tactics and movements to suit different situations.</li> </ul>	<p><b>P.E /Games Gymnastics</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Perform basic gym positions in a safe and controlled way (dish, straddle, tuck, arch, pike)</li> <li>• To use movement imaginatively.</li> <li>• Change rhythm, speed, level and direction.</li> <li>• Create and perform routines using simple movement patterns</li> </ul>	<p><b>P.E /Games Gymnastics</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• link basic Gym positions together to perform sequences in a safe and controlled way</li> <li>• To begin to think about how movements can be linked together smoothly, considering speed and levels.</li> <li>• To compose a short, simple sequence of two or three gymnastic shapes using different combinations of travel.</li> </ul>	<p><b>P.E /Games Dance</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• To create and link dance phases using simple dance structures</li> <li>• To follow a dance routine</li> <li>• Create and perform dances individually and as a group</li> </ul>	<p><b>P.E /Games Dance</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• To use movement imaginatively.</li> <li>• Change movement in response to a variety of music</li> <li>• Change rhythm, speed, level and direction.</li> <li>• Create and perform dances using simple movement patterns</li> </ul>
<p><b>Citizenship/PSHE Healthy Lifestyles</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• To recognise what they like and dislike</li> <li>• Learn about making healthy choices</li> <li>• To recognise that choices can have good and not so good consequences</li> </ul>	<p><b>Citizenship/PSHE Healthy Lifestyles</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Understand different kinds of feelings</li> <li>• Know and use simple strategies to manage feelings</li> <li>• Use vocabulary to describe their feelings to others</li> <li>• Use simple strategies for managing feelings</li> </ul>	<p><b>Citizenship/PSHE Growing and Changing</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Learn about growing, changing and becoming more independent</li> <li>• Explore what new opportunities and responsibilities increasing independence may bring</li> </ul>	<p><b>Citizenship/PSHE Growing and Changing</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Learn the correct names for the main parts of the body of boys and girls (genitalia)</li> <li>• To recognise what they are good at and set simple goals</li> </ul>	<p><b>Citizenship/PSHE Keeping Safe</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Learn that household products, including medicines, can be harmful if not used correctly</li> <li>• Know about rules for keeping safe (in familiar and unfamiliar situations)</li> </ul>	<p><b>Citizenship/PSHE Keeping Safe</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Know how to ask for help if they are worried about something.</li> <li>• Know about privacy in different contexts</li> </ul>
<p><b>Music - I wanna play in a band</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Listen to and understand different pieces of high quality live and recorded music <ul style="list-style-type: none"> <li>• Find the pulse and internalise it in my head.</li> </ul> </li> </ul>	<p><b>Music - Christmas Take your pick Sing songs and speaking chants and rhymes (Christmas)</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Sing a song in two parts</li> <li>• Practise, rehearse and perform music to an audience with confidence</li> </ul>	<p><b>Music - Round and Round</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Improvise a simple rhythm using different instruments including my voice</li> <li>• Understand that the words in a song can affect its melody</li> </ul>	<p><b>Music - Zootime</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Understand that texture describes the layers within the music.</li> <li>• Understand that structure describes how different sections of music are ordered</li> </ul>	<p><b>Music - Reflect, Rewind and Replay (RRR)</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Use tuned and untuned classroom percussion to play accompaniments and tunes.</li> <li>• Use tuned and untuned classroom percussion to compose and improvise</li> </ul>	<p><b>Music - Practice for a Performance</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Play instruments using the correct techniques with respect.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>