



| Year 2              | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
|---------------------|--|--|---|---|--|--|
| History / Geography | Great Fire of London:<br>History   | The United Kingdom:<br>Geography   | The World we live in:<br>Geography  | Heroes through history  | Chocolate  | A Seaside Holiday  |
|                     | Pupils will learn about the Great plague and the key events during the GFOL. They will learn about Samuel Pepys and his diaries and how they are used to tell us details about the event. They will learn about how London changed following the fire and the influence of the architect Christopher Wren. | Pupils will learn about the UK, its countries and their capital cities. They will describe the position of these places using directional language. Pupils will learn to describe the key human and physical features of these places. | After a recap of Sparkbrook / Birmingham prior knowledge, pupils will go on to learn about the key human and physical features of a variety of locations around the world associated with the habitats of different animals. Pupils will have opportunities to consolidate their locational knowledge of the world. | Pupils will learn about Mary Seacole and Florence Nightingale and compare the lives of these historical heroes. Pupils will learn about life during these historical times and how it differs to today. | Pupils will look at the history of chocolate and find out where it originated from. They will then spend time looking at Bournville and the Cadbury family and the impact they had on the local area. Pupils will study the timeline of Cadbury chocolate. | Pupils will visit a seaside area in the UK and research its physical and human features as well as weather patterns and climate. They will then compare this to a seaside holiday resort in a non-European country (Caribbean?). Pupils will design simple maps with keys of the different areas. How are these seaside resorts different to Sparkbrook? |
| Science             | Uses of everyday<br>materials  | Animals including humans   | Living things and their habitats - habitats   | Living things and their<br>habitats – dead / alive<br>and food chains   | Plants   | Being scientists   |
|                     | Pupils to investigate how materials can be changed by squashing, bending,  | Pupils to learn about keeping healthy. Pupils to also learn that animals have  | Pupils to learn that living things have habitats to which they are suited.  | Pupils to learn about<br>things that are dead,<br>alive and have never<br>been alive. Pupils to   | Pupils to describe how seeds and bulbs grow into mature plants and find out  | Opportunities for pupils to demonstrate working  |





|            | twisting and            | offspring that grow    | Pupils to learn about | learn about basic                       | and describe how      | scientifically skills in a |
|------------|-------------------------|------------------------|-----------------------|---|-----------------------|----------------------------|
|            | stretching.             | into adults.           | habitats and          | food chains.                            | plants need water,    | range of situations.       |
|            |                         |                        | microhabitats in a    |   | light and a suitable  |                            |
|            |                         |                        | range of locations.   |   | temperature to grow.  |                            |
| Art        | Pupils to create        | Textures in collage    | Painting linked to    | Pupils to create their                  | Observational         | Paint wash and             |
| A1 6       | cityscapes against      | and printing, linked   | animal patterns.      | own superhero style                     | drawings of           | collage seascapes          |
|            | fire backdrops. Pupils  | to the United          |                       | art linked to                           | chocolate wrappers.   | inspired by artists        |
|            | to make sculptures of   | Kingdom.               |                       | Lichenstein.                            | Children will create  | who have painted           |
|            | homes in 1666.          |                        |                       |   | Aztec masks and       | the sea.                   |
|            |                         |                        |                       |   | stone sun sculptures. | Victorian Beach huts.      |
| Design     | Design, make and        | Pupils to use textiles | Create an animal      | Pupils to create a                      | Critique existing     | Linked to growing          |
|            | evaluate a home for     | to design their own    | shelter microhabitat  | superhero poster                        | chocolate bar         | plants – making a          |
| Technology | one of the three little | family flag.           | for a minibeast.      | with mechanisms to                      | wrappers. Follow      | healthy fruit salad /      |
|            | pigs, strengthening     |                        |                       | create moving parts.                    | instructions to make  | fruit smoothie             |
|            | structures with         |                        |                       |   | chocolates and wrap   |                            |
|            | triangles.              |                        |                       |   | in own designs        |                            |
|            | Ü                       |                        |                       |   |                       |                            |
| PSHE       | Me and my relationships | Valuing difference     | Keeping safe          | Rights and respect                      | Being my best         | Growing and changing       |
| DE         | Leaders and Teachers    | Christmas              | Who was the Buddha    | Why is the Torah                        | Christian Rites of    | What do Sikhs              |
| RE         | Leaders and reachers    | Celebrations           | Willo was the Badana  | Special                                 | Passage               | Believe                    |
|            | Expressing joy          | Expressing joy         | Being reflective and  | Being Curious and                       | Living by rules Being | Living by rules Being      |
|            | Being thankful          | Being thankful         | self - critical       | Valuing Knowledge                       | reflective and self - | reflective and self -      |
|            | being thanklar          | Deing thanklar         | Scii criticai         | Valuing Knowicuge                       | critical              | critical                   |
| DE         | Swimming / Basic        | Swimming / KS1         | Swimming /            | Gymnastics/dance/                       | Athletics/ Outdoor    | Athletics/ Outdoor         |
| PE         | Skills                  | Games Activities       | Dance/gymnastics      | swimming                                | Adventurous           | Adventurous                |
|            | Jillis                  | Carries / tetrvities   | Dance/gymmastics      | 344111111111111111111111111111111111111 | Activities /          | Activities / swimming      |
|            |                         |                        |                       |   | swimming              | / tetrvities / Swiffilling |
|            | Computing Systems       | Programming            | Programming           | Creating Media –                        | Data and              | Creating Media –           |
| Computing  |                         |                        |                       | _                                       |                       | _                          |
|            | and Networks - IT       | Robot algorithms       | Programming           | Digital Music                           | Information           | Digital Photography        |
|            | around us               |                        | quizzes               |   | Pictograms            |                            |
|            |                         |                        |                       |   |                       |                            |





| Music  | Hands, Feet, Heart:<br>Afropop, South<br>African  | Ho, Ho, Ho: A song with rapping and improvising for Christmas                                  | I Wanna Play in a<br>Band: Rock  | Zootime: Reggae  | Friendship Song: Pop   | Reflect, Rewind and replay: Classical  |
|--|---|--|--|--|--|--|
| Maths  | Place   | Addition and subtraction, shape  | Money,<br>multiplication and<br>division   | Length and height,<br>mass, capacity and<br>temperature  | Fractions, time  | Statistics, position and direction, consolidation  |
| Reading  F: fiction P: poetry NF: non- fiction | F: Toby and The Great Fire of London (Margaret Nash)  F:The three little wolves and the Big Bad Pig (Eugene Trivizas)  P: All aboard the London Bus (Patricia | F: Jungle Book F: Paddington Bear and the Grand Tour:Tour London (Michael Bond) NF: The United | F: The Most Animal of<br>them all (Penny<br>Worms) F: Winter Sleep (Sean<br>Taylor and Alex Morss) P: Perfectly peculiar<br>pets (Ellie Woodllard) | F: The Proudest Blue<br>(Ibtihaj Muhammad<br>and S.K. Ali)<br>NF: Hoorah for Mary<br>Seacole (Trish Cooke) | F: Jack and the Jelly Bean Stalk (Rachael Mortimer)  F:Charlie and the Chocolate Factory (Roald Dah)  NF: Seed to Plant (Kristein Baird Rattani) | F: Katie Morag: Island stories  F:The Lighthouse keepers Lunch  P: A first book of the sea ( Nicola Davis) |
| Trips and                                      | Pupils re-enact the great fire of London  | Kingdom (Liz Howell)  Dudley Zoo   | Local area habitat<br>walk   | Visit from real life superhero from the  | P: Chocolate cake<br>(Micheal Rosen)<br>Baking   | Trip to Weston<br>Super-Mare!  |
| experiences                                    | by burning a street of Victorian houses in the playground!  |  |  | local area!  |  |  |