Rokesly Infant School Curriculum Progression Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Title	**Keeping Healthy**	**Fire Of London**	**Journeys**	**Green Spaces**	**Iron Man**	**Islands**
Essential skills	Respectful communicator	Team Worker	Explorer	Active Participator	Critical Thinker	Independent Learner
English	Focus text: Recount Story writing – Pie Corbett **Avocado Baby** Poetry **Poetry After Dark**	Focus text: **A New Home For A Pirate** – rhyming and predictable texts Traditional tales **Little Red Riding Hood –** variations **Cinderella/Alex and the glass slipper** Non-fiction writing **Great Fire of London**	Focus text: Non-fiction **High Flier (Amy Johnson)** **Taking Flight** Story writing - Pie Corbett **Jack's Fantastic Voyage**	Focus Text**:** **John Burningham** books - **Borka** (Pie Corbett)**, Would you rather, Simp, Humbert, Courtney, The magic bed** Non-fiction **Different Habitats**	Focus text: **The Iron Man –** prediction and inference **Poetry Collection –** appreciating, reciting some and using appropriate intonation.	Non Fiction Recounts **Bob Marley/Nanny of the Maroons (**Biography) **Mary Seacole**-(Biography) Non Fiction – electronic books and structure **Animal** non-fiction texts **England**- non-fiction- headings- Did you know? questions
Maths	Place Value Addition and subtraction Times Table Rockstars: 10x table	Addition and subtraction Shape Times Table Rockstars: 2x table	Money Multiplication and division Times Table Rockstars: 5x table	Length and height Mass, capacity and temperature Times Table Rockstars: 10x 2x and 5x table	Fractions Time Times Table Rockstars: 3x table	Statistics Position and directions Consolidation Times Table Rockstars: consolidation
Science	Health & Growth To describe the importance of exercise, nutrition and hygiene.	Materials – identify and compare the suitability of a variety of everyday materials. Find out how materials can be changed by twisting, squashing, bending, stretching	Observing how bulbs grow into mature flowers Know that animals have offspring which grow into adults (animals & young) Life cycles Growing seeds	Plants & Animals in the Local Environment Observing how bulbs grow into mature flowers. To learn about what plants need to grow. Planting areas	Y2 assessments	Animals - To learn about the Basic needs of animals for survival (food, water, air) Food chains Zoo visit

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Computing	**E-safety: Chicken Clicking book.** Use the internet safely (being responsible). **Digital Literacy:** Using a computer revisited. Practice skills from year 1 to open and close Word and type topic words. Save file. **Computer Science:** Program a beebot for a specific task. Debug errors by editing instructions and test and see if this works.	**E-safety: Smartie the penguin book.** Use the internet safely (being responsible, to know adults we can share worries with). **Digital Literacy:** The impact of the great fire of London (Purple Mash). Select images. Use word processing to describe what happened. **Computer Science:** 2code (Purple Mash). Chimp level: Jumping monkey. Superheros. Rockets.	**E-safety: Smartie the penguin, lesson 2** Use the internet safely (being responsible, follow up activities). **Digital Literacy:** Class data collection - mode of travel to school. 2graph (Purple Mash). Generate questions and answers on Word, with an underlined title, change font, size, type questions in bold, type answers without. Save file. Retrieve to edit. **Computer Science:** 2code (Purple Mash). Gibbon level: Traffic lights. Genie. Switching background.	**E-safety: Pantosaurus** **Digital Literacy:** **Computer Science:** 2code (Purple Mash). Gibbon level: Gorilla level: Helicopter swipe game. Send the rocket to space. 2go.	**E-safety: BBC Own IT: Digital Footprint: What is it and why should I care?** **Digital Literacy:** **Computer Science:** Espresso coding (Level 1). On the move. Simple inputs.	**E-safety: 1decision p40-42** **Digital Literacy:** Web search for an image (islands). Save to specified folder. Retrieve to insert into Word. Type sentences to go with image to explain what / where it is. **Computer Science:** Espresso coding (Level 2). Refresher of level 1. Different sorts of inputs. Buttons and instructions.
Design and Technology	Food Technology Use the basic principles of a healthy and varied diet to prepare dishes. Where food comes from.	Design, make and evaluate an outer garment for a teddy to keep him dry. (Linked to Science materials) Textiles	Design for purpose. Design, make and evaluate a parachute			Design, make and evaluate an animal puppet. (Different ways to join/create movement) Simple mechanisms
History		How do we know about The Great Fire Of London?	History of transport Key figures and journeys they take e.g. Amy Johnson			

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		Key figures - Samuel Pepys, Charles II - and events	Visit: Cutty Sark and Science Museum			
Geography	Maps. Knowing how places are linked together using 'where food comes from' Map making		Continents /Oceans Name and locate	Local Area study and fieldwork – focusing on investigating different parks. Park visits		Understand geographical similarities and difference through studying the human and physical geography of a small area of the UK and contrasting it to an island e.g., NZ. Using geo voc.
Art and Design	Observational drawings of fruit/veg. Artist Focus - Cezanne Portraits – draw, paint techniques Fire of London paintings		Focus artist – Howard Hodgkin Compare works by different artists - Trees Charcoal drawings based on photographs Shape, form and space		Line Drawings, charcoal drawing, comic books based on the Iron man Linked to themed week – Take one Picture Techniques in pattern and texture	
RE	Judaism 1. To learn the names of some important places and objects connected with the Jewish faith. 2. To find out about days and times important to the Jewish faith. 3. To find out about the synagogue as a place of worship. 4. To know that the Torah is the holy book of the Jews and must be treated with special care.	Christianity 1/2 To enjoy stories from the Christian faith and discuss what they teach Christians. (David and Goliath, Moses and the Red Sea) 3. To know about important Christian ceremonies eg baptisms, marriage and funerals. 4. To be aware that Christians believe in Jesus and one God. (Tell Jesus' first miracle – Wedding at Cana) 5. To know that Christians believe in equality. 6. To understand that Christmas is important to Christians because they celebrate the birth of Jesus. (Act out the Nativity)	Sikhism 1.To know that Sikhs believe in one God the creator of all things. To know that Sikhs believe all humans are equal before God and are respectful of other faiths. 2. To know that Sikhs worship in the home. 3. To know that the place of worship is the Gurdwara. 4. To know that the scared book for Sikhs is the Guru Granth Sahib. 5. To know and understand the symbols of belonging – uncut hair, turban. 6. To draw about comparisons between Sikhism and other faiths.	Hinduism 1. To know that Hindus believe in one god who is represented in different forms. (deities) ie Shiva, Vishnu, Rama, Ganesh 2. To know that the story of Rama and Sita is told by Hindus at the festival of Diwali. (Hindus also worship Rama, Lakshmi, Ganesh.) 3. To know some ways Hindus celebrate Diwali. (Sending cards, sharing food, lighting divas, giving gifts, visiting others / welcoming guests) 4. To know that Hindus worship at the temple (Mandir) or at home where they have a special place called a shrine (with a picture of a deity.) 5. To know hospitality is important to Hindus / ways that people are welcomed. (ie. Namaste)	Buddhism 1. To know what is right and what is wrong behaviour and how these relate to living in groups. 2.) Talk about the 10 commandments and their importance for Christians. 3. To know the key features and objects related to the Buddhist faith. 4. To understand the right and wrong in relation to Buddhist teaching (Read "The King's Elephant") 5. To have an understanding of the interdependence of the sangha and the lay community in the Buddhist faith.	Islam 1.To know what Muslims believe about God and that Muslims believe Allah was the creator and provider. To learn about family life and how the birth of a child gives thanks for creation. 2. To know that Muslims believe that Allah sent messengers and books to guide and teach people. To learn about the Prophet Muhammad (pbuh) and the revelation of the Qur'an. To know the Qur'an is treated with respect. To know about Ramadan and Id ul Fitr. 3. To learn about worship and prayer and that the Mosque is a place of study and prayer. To know that Muslims pray five times daily and to learn about preparation for prayer and prayer in the home.

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PE	**Sports Coach** Ball Skills Throwing at target Rolling, bouncing and catching.	**Sports Coach** Travelling to music- Dancing to music leading to performance HipHop	**Sports Coach** Gymnastics and mat work- Use of large equipment (Jumping forward rolls landing positions eg pike)	**Sports Coach** Games: Bat and Ball Skills Control ball with Hockey Stick and Tennis Racket	**Sports Coach** Football Skills-foot control Defend/Attack	**Sports Coach** Athletics Sports Day preparation and Skipping challenge
Music	Appraising music Unit 1: Hands, feet, heart Recorders →	Unit 2: Ho Ho Ho	Unit 3: Want to play in a band (rock)	Unit 4: Zootime (reggae)	Unit 5: Friendship songs	Unit 6: Reflect rewind replay
PSHE **RSE**	**New Beginnings** Class rules and expectations School rules **Relationships** Body language Touch	**Keeping/Staying Safe** Staying safe Leaning out of windows	**Being Responsible** Helping someone in need Stealing	**Keeping/Staying Healthy** Brushing teeth Medicine safety NSPCC PANTS rule	**Feelings and Emotions** Anger Grief	**Our World** Working in our world Looking after our world **Moving on** Y2 to Y3 transition Discuss changes children expect as they change class. Meeting new teacher and tour of Junior School.