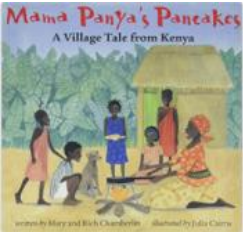

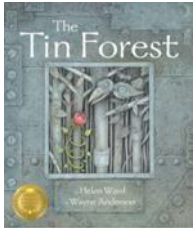
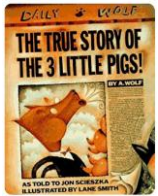
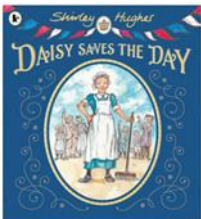
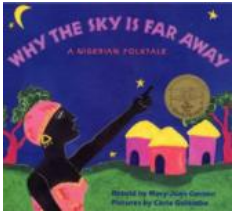
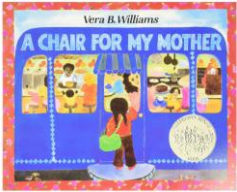
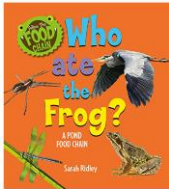

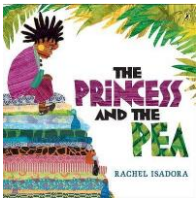

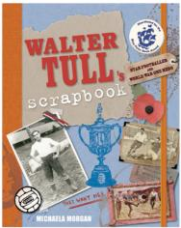
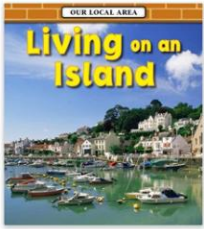



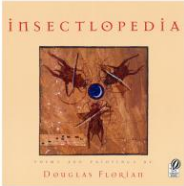




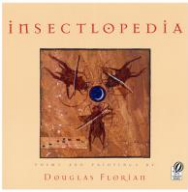



**Year Group: 2**

Subject	Autumn 1:	Autumn 2:	Spring 1	Spring 2::	Summer 1:	Summer 2
<p><b>English</b> <b>Core Texts</b></p>	 <p><b>The Secret Garden</b> Author: Frances Hodgson Barnett Retold by: Susanna Davidson</p>	 <p><b>The Three Little Wolves and the Big Bad Pigs</b> Author: Eugenios Trivizas</p>	 <p><b>Oliver Twist</b> Author: Charles Dickens retold by Mary Sebag Montefiore</p>	 <p><b>Mama Panya's Pancakes</b> Author: Mary and Rich Chamberlin</p>	 <p><b>After the Fall</b> Dan Santat</p>	 <p><b>Katie Morag – Island Stories</b> Author: Mairi Hedderick</p>
	 <p><b>The Tin Forest</b> Author: Helen Ward</p>	 <p><b>The True Story of the 3 Little Pigs!</b> Author: Jon Scieszka</p>		 <p><b>Why the Sky is Far Away</b> Retold by; Mary-Joan Gerson</p>	 <p><b>Vera B Williams</b></p>	
	 <p><b>Who ate the Frog?</b> Sarah Ridley</p>		 <p><b>The Princess and the Pea</b> Retold by; Mary-Joan Gerson</p>	 <p><b>Tom Percival</b></p>		
			 <p><b>The Fire Children</b> Author: Eric Maddern</p>			

Core Poetry	Autumn		 <b>Tony Mitton</b>		Spring	  						
	<b>Writing to Entertain:</b> Adventure story  <b>Writing to Inform:</b> Book review		<b>Writing to Entertain:</b> Narrative Re-telling from Wolf point of view  <b>Writing to Inform:</b> Invitation to tea Instructions		<b>Writing to Entertain:</b> Diary entry  <b>Writing to Inform:</b> Letter		<b>Writing to Entertain:</b> Narrative adventure linked to Fire Children  <b>Writing to Inform:</b> Information Text		<b>Writing to Entertain:</b> TBC  <b>Writing to Inform:</b> TBC		<b>Writing to Entertain:</b> TBC  <b>Writing to Inform:</b> TBC	
Phonics	Phase 5		Phase 5		Phase 6		Phase 6		Phase 6		Phase 6	
Spelling	Learning Words 1		Vowel Suffixes		More Suffixes		Letter Strings 1		Apostrophes 1		Homophones 1	
Maths	<b>Number Sense: understanding of number and fluency with number facts</b>											
	<b>NPV: Numbers 10 to 100</b>  <b>NPV: Number and Place Value</b>  <b>AS: Calculations within 20</b>		<b>NF:</b> Fluency add and subtract within 10  <b>AS:</b> Addition and subtraction of two-digit numbers  <b>MD:</b> Introduction to multiplication		<b>MD:</b> Introduction to multiplication  <b>MD:</b> Introduction to division structures		<b>G:</b> Shape  <b>AS:</b> Addition and subtraction of two-digit numbers		<b>AS:</b> Money  <b>F:</b> Fractions  <b>M:</b> Time		<b>O:</b> Position and direction  <b>MD:</b> Multiplication and division – doubling, halving, quotative and partitive division Sense of measure – capacity, volume, mass	
	<b>NPV = Number, Place Value NF= Number Facts AS = addition and subtraction MD = multiplication and division F= Fractions G = Geometry O = other</b> <b>Measurement and Statistics are integrated as applications of number criteria, and elements of measurement that relate to shape are included in the Geometry strand</b>											
Science	<b>Biology:</b> Living things and their habitat  <b>Assessment Question:</b> <i>What makes a good habitat?</i>		<b>Biology:</b> Living things and their habitat  <b>Assessment Question:</b> <i>Can you give an example of a food chain?</i>		<b>Plants</b> (History link – Victoria re-visit Victorian glass houses)  <b>Assessment Question:</b> <i>Do seeds and bulbs grow better in Spring or Winter?</i>		<b>Chemistry:</b> Uses of Everyday Materials  <b>Assessment Question:</b> <i>What makes a good choice of material?</i>		<b>Biology:</b> Animals including Humans (Healthy lifestyles: exercise, nutrition & hygiene)  <b>Assessment Question:</b>		<b>Biology:</b> Animals including Humans ( <i>Basic needs of animals, including humans for survival</i> )  <b>Assessment Question:</b> <i>What are the basic needs of an animal?</i>	

<p><b>History</b></p>	<p><b>Significant Individual / Events beyond living memory:</b>  <u>Victoria becomes Queen</u>          -Sarah Forbes Bonetta</p>  <p><b>Assessment Question:</b>          Who was Queen Victoria was and why she was significant?</p> <p><b>What was special about Sarah Forbes Bonetta?</b></p>		<p><b>Local History: Victorian Childhood and Schooling</b></p> <p><a href="https://www.english-heritage.org.uk/members-area/kids/guide-to-victorians/">https://www.english-heritage.org.uk/members-area/kids/guide-to-victorians/</a></p> <p><b>Assessment Question:</b>          How has childhood and schooling changed throughout the years?</p>		<p><b>Significant Individual /Events beyond living memory:</b></p> <p>Walter Tull          WW1 (Y1 link)</p>  <p><b>Assessment Question:</b>          Who was Walter Tull and what did he do during the war?</p>	
<p><b>Geography</b></p>		<p><b>Human and Physical:</b>          Welton Village</p> <p>Including compass work and fieldwork.</p> <p><b>Assessment Question:</b>          What is the difference between a village, a town and a city?</p>		<p><b>Locational / Place Knowledge:</b>          Comparing Hull and Kimberley</p> <p><i>Locating the Equator, North and South pole          Geographical similarities and differences between the UK and a contrasting non-European country</i></p> <p><b>Assessment Question:</b>          How is Hull similar and different to Kimberley?</p>		<p><b>Locational / Place Knowledge:</b>          An Island Home</p> <p><i>Mapping, compass work</i></p> <p><i>Four countries and capital cities of the United Kingdom</i></p> <p><b>Assessment Question:</b>          What are the key features of the United Kingdom</p>
<p><b>Religious Education</b></p>	<p>Belonging</p> <p><b>Assessment Question:</b>          What does it mean to belong?</p> <p><b>Christmas:</b> Gift-bringers: <i>why is the Christmas story 'good news' for Christians?</i></p>	<p>Believing</p> <p><b>Assessment Question:</b>          How do people demonstrate their beliefs?</p> <p><b>Easter:</b> – Palm Sunday: <i>why were people so excited to welcome Jesus?</i></p>	<p>Questions, questions.</p> <p><b>Assessment Question:</b>          What are</p>			

Physical Education	Hockey and Gymnastics	Rugby and Hockey	Dance and Rugby	Gymnastics and Lacrosse	Rounders and Tennis	Tennis and Athletics
Computing	<p><b>Computer Science:</b> Coding</p> <p><b>Assessment Question:</b> <i>What is an algorithm? Why is it useful in coding?</i></p>	<p><b>Digital Literacy</b> Online Safety</p> <p><b>Assessment Question:</b> <i>What is meant by my digital footprint?</i></p> <p><b>Information Technology:</b> Spreadsheets</p> <p><b>Assessment Question:</b> <i>How could a spreadsheet help you when you are planning some shopping</i></p>	<p><b>Information Technology:</b> Questioning</p> <p><b>Assessment Question:</b> <i>Why is questioning important when creating a database?</i></p> <p><b>Digital Literacy:</b> Effective searching</p> <p><b>Assessment Question:</b> <i>How can I search the internet?</i></p>	<p><b>Information Technology:</b> Creating Pictures</p> <p><b>Assessment Question:</b> <i>What tools can you use on the paint program to create a picture?</i></p>	<p><b>Information Technology:</b> Making Music</p> <p><b>Assessment Question:</b> <i>What is meant by digital music?</i></p>	<p><b>Information Technology:</b> Presenting Ideas</p> <p><b>Assessment Question:</b> <i>What do we need to think about when planning a presentation?</i></p>
Art		<p><b>Sculpture</b> Artist: Henry Moore</p>  <p><i>Sculptures in local area – Bridgehead woods</i> Arts trail—make video or tie in with Welton Walk</p>		<p><b>Drawing-link to previous science topic</b> Artist: Franz Bauer</p>  <p><i>Pencil line/ pattern.</i> <i>Section of a plant/ fruit/ seed (through a view finder)</i></p>		<p><b>Painting</b> Responding to poetry, focus on colour, pattern, texture, and line,</p> 
Design Technology	<p><b>Textiles:</b> <b>Sewing / embroidery</b> <b>Linked to Normanby Hall visit</b></p> <p>pupils work in the grounds and gardens sketching and taking inspiration from plants and flowers, then create a group wall hanging</p>		<p><b>Construction:</b></p> <p><b>Moving Toy</b> suitable for a Victorian child</p> <p><b>Design, make, evaluate and improve construction &amp; mechanics</b></p>		<p><b>Food and Nutrition</b> Tull link</p> <p><b>Design a healthy lunch for a footballer with the 5 main food groups. Key skills: weighing, peeling , cutting</b></p>	
Music	<b>Hands, Feet, Heart</b>	<b>Ho- Ho- Ho</b>		<b>I Wanna Play in A Band</b>	<b>Zootime</b>	<b>Friendship Song</b>
PSHE / RHE	<b>Being Me in my World</b>	<b>Celebrating Difference</b>		<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>
	How does my behaviour affect others?	Is it ok to be different?		How does it feel to achieve a common goal?	Is medicine good for us?	What might make us feel uncomfortable?

	<p><i>Explain how our own behaviour (positive or negative) affects other people.</i></p> <p><i>Compare and discuss personal choices with the choices of others</i></p>	<p><i>Celebrate differences between that make us all individual. Explore bullying and understand how some people may experience bullying because they are different (including people who may not conform to gender stereotypes)</i></p>		<p><i>Work with others towards an end product and understand and articulate how it feels to achieve and celebrate as a group</i></p>	<p><i>Compare healthy and less healthy food choices. Understand that at times we may need to take different medicines and know how they can help keep our bodies healthy.</i></p>	<p><i>Understand the key ingredients for a healthy relationship and know that sometimes, things can make us feel uncomfortable. Explore problem solving techniques, and how we can use them within certain situations within a relationship</i></p>
<p><b>Educational Visits / Visitors</b></p>	<p><b>Locality Visit:</b></p> <p><b>Normandy Hall Victorian Secret Garden</b></p> <p>Art based workshops Our Secret Garden</p> <p>Curriculum Links: Art and Science</p> <p><i>Enjoy the sights, sounds and fragrances of our Victorian garden. Develop artistic and teamwork skills to produce a fabric wall hanging to take back to school.</i></p>	<p><b>Locality Visit:</b></p> <p>Welton Village Including compass work and fieldwork.</p>	<p><b>Locality Visit:</b></p> <p><b>Wilderspin School Barton</b></p> 	<p><b>Visitor</b></p> <p>Community members who can help children understand the similarities and differences between Hull and an African city</p>	<p><b>Visitor</b></p> <p><b>NHS – nutrition or football athlete linked to nutrition etc</b></p>	<p><b>Visitor:</b></p>