

Year 2  
Autumn Term 1



Healthy Body  
Healthy Mind  
Healthy Planet

## History

### Intent- The Gunpowder Plot-

Children will understand the history to why we celebrate fireworks night, and will understand how to research the Gunpowder Plot.

### Implementation

To understand who Guy Fawkes is and why he is famous.

To understand and know how the Gunpowder Plot started - The problems.

To find out about the main events of the Gunpowder Plot.

To explore what happened to the plotters after the Gunpowder Plot was discovered.

To know how the Gunpowder plot is remembered and how it impacted on today's world.

To recreate the gunpowder plot to secure understanding.

**Impact:** Children will know why we celebrate Firework's night, they will know who Guy Fawkes is, what the Gunpowder plot was and how this has impacted their life now.

## Science

### Animals, including humans

**Intent-** Children become aware of the basic survival needs and how animals grow.

### Implementation

To notice that humans have offspring which grow into adults.

To complete the lifecycle of a human.

To understand how animals grow and change.

To understand the basic needs of animals and plants.

To find out and describe the basic needs of humans for survival - water, food and air.

**Impact:** Children will be able to identify the basic needs of survival

## PSHE

**Intent-** To understand how to manage feelings.

### Implementation

To understand screen time.

To understand why too much screen time is bad

To understand how sadness makes us feel

To know that sadness can help us help ourselves

To understand what it feels like to be happy

To know what to do when we're not happy

To know what to do when a friendship makes you unhappy.

**Impact:** Children will learn coping strategies to develop and manage their feelings.

## Computing

**Intent-** Information Technology around us—identify IT and how its responsible use improves our world, in school and beyond.

### Implementation

To recognise the uses and features of information technology.

To identify the uses of information technology in the school.

To identify information technology beyond school.

To explain how information technology helps us.

To explain how to use information technology safely.

To recognise that choices are made when using information technology.

**Impact:** Children will have an understanding of IT and will know the responsible uses that improve our world around us.

## Art

**Intent-** To explore and experiment that they can paint in an intuitive and exploratory way.

### Implementation:

To generate ideas by exploring the artists Marela Zacarias & Charlie French.

To explore expressive painting and colour mixing.

To explore brush work—influenced by Van Gogh & Cezanne.

To explore gestural mark making with acrylic paint.

To create gestural mark making with acrylic paint.

To evaluate my final piece.

**Impact:** Children will be able to create a colourful still life piece and be able to make expressive and gestural paintings.

Year 2  
Autumn Term 1



Healthy Body  
Healthy Mind  
Healthy Planet

## PE

**Intent-** to develop their personal skills. To continue to apply and develop a broader range of skills, learning how to use them in different ways, to link them to make actions and sequences of movement in hockey.

**Implementation—Physical Education**

**Warm up:** Every 3 weeks the children focus on 1 warm up and progress once the class has mastered the concept of each stage. Rock, paper, scissors and Stuck in the mud.

**Funs Skills:** Our sequence of 6 depends on the control, confidence and competency of the individuals ability to perform the skill.

Footwork (FUNS 1D). One leg (FUNS 1) aiming for green.

**Coq:** For 6 weeks we are working on our personal skills.

**Implementation—Sport: Hockey**

-Begin to hold a plastic hockey stick correctly.

-Perform some dribbling skills with hands, feet and a stick using space through cones with large gaps.

-Pass a ball accurately over longer distances to a team mate

-Combine stopping, receiving, sending and passing in multiple forms to other players.

-Scoring through two cones

-Make simple decisions about when/where to move in game to receive a ball.

**Outcome:** To play rollerball effectively.

**Impact:** children know where they are with their learning and can challenge themselves. Children can perform a wider range of skills in hockey.

## RE

**Intent- 1. 6 (double unit) To understand the Muslim faith and how they live their life.**

### Implementation

What is Islam and where did the religion come from?

To introduce and understand Allah.

To understand the five pillars, and why they are important.

To know what Muslims believe and what is important to them?

To know the name of the important book and how Muslims treat it.

Who is the Prophet and how do his stories help Muslims to live their lives.

**Impact—**children understand what Muslims do to look after the world due to their beliefs about God (Allah).

## Music

**Intent-** to listen, appraise, compare and perform songs from South Africa and Gospel . Develop their improvising and composing skills.

### Implementation

Listen and appraise the song 'Hands Feet Heart (South African music). Start learning to sing the song.

Continue to practise singing the song. Introduce percussion and play along.

Listen and appraise the song Mbube. Discuss how this is a Gospel Choir song. Compare it with 'Hands, Feet, Heart'. Practise playing glockenspiel with the song. Play using notes A and G.

Listen and appraise 'Bring him back Home'. Continue to practise singing, playing glockenspiel and composing using notes A and G.

Listen and appraise 'You can call me Al' and identify the instruments playing. Continue to practise singing and playing instrument for Hands, Feet, Heart

Listen and appraise 'Hloloza' .

**Composite Outcome:** Perform the South African Style song Hands, feet, heart using voices, learnt glockenspiel and their own compositions.

**Impact—**Children will have practised singing and playing a glockenspiel to perform a South African song. They can compare other styles and show an appreciation for different styles.

Year 2  
Autumn Term 2



Healthy Body  
Healthy Mind  
Healthy Planet

## Geography

### Locational Knowledge

**Intent-** To learn about the continents and oceans that make up the world.

### Implementation

To locate and name the continents of the world.

To locate and name the oceans of the world.

To identify key features of the continents.

To identify key features of the oceans.

To create environmentally friendly journeys around the world.

To understand hot and cold countries around the world.

**Impact:** Children will be able to confidently name and locate the oceans and continents of the world. They will be able to use an Atlas to locate these, identify hot and cold climates and start to *understand how to travel economically*.

## Science

**Intent-** Children will understand how to lead a healthy life style creating a healthy body and mind.

### Implementation

To describe the important for humans of exercise.

To understand the importance of eating the right amounts of different food types.

To collect and present healthy eating data from our class.

To understand the importance of hygiene.

To carry out an investigation about hygiene.

**Impact:** Children will be able to make choices about leading a healthy lifestyle. They will understand how exercise, food and hygiene is important and the impact on the body, and mind.

## PSHE

**Intent-** Children will have a better understanding of other peoples feelings and emotions.

### Implementation

To know what it is like to feel 'not ok'

To know what we can do when someone else not okay.

To learn how to deal with peer pressure and keep safe.

To understand relaxation.

To understand how technology can help us relax.

**Impact** Children will be more aware of their emotions and other people's emotions, as well as understanding that this may look different in different people.

## Computing

**Intent-** Digital Photography Capturing and changing digital photographs for different purposes.

### Implementation

To use a digital device to take a photograph

To make choices when taking a photograph

To describe what makes a good photograph

To decide how photographs can be improved

To use tools to change an image

To recognise that photos can be changed

**Impact:** Children will be able to take a good photographs on a device and know how to change and edit their photos.

## Design & Technology

**Intent-** Children will investigate different types of healthy picnic food and learn to cook and prepare food.

### Implementation:

To understand the different types of 'picnic food' and where they have come from.

To explore and taste different picnic food.

To make Father Christmas' Biscuits using a set of instructions.

To design a food skewer to take on a picnic.

To make picnic food using their design sheet.

To evaluate our picnic.

**Impact:** .Children will know different types of healthy foods and know to prepare and cook them.

Year 2  
Autumn Term 2



Healthy Body  
Healthy Mind  
Healthy Planet

## PE

**Intent-** Children will develop their Social skills. To continue to apply and develop a broader range of skills, learning how to use them in different ways, to link them to make actions and sequences of movement in Netball.

### Implementation—Physical Education

**Warm up: Every 3 weeks the children focus on 1 warm up and progress once the class has mastered the concept of each stage.** Stepping Stones and Find and select shapes.

**Funs Skills: Our sequence of 6 depends on the control, confidence and competency of the individuals ability to perform the skill.** Jumping and landing (FUNS 6) and Seated (FUNS 2)

**Cog: For 6 weeks we are working on our Social Skills.**

### Implementation—Sport: Netball—focus on ball skills

> Catch a ball in an adapted game Small sided games 3v3 encouraging chest passes in game. > Bounce pass from a short distance to a partner Combine stopping, receiving, sending and passing in multiple forms to other players > Play an adapted super hero netball game. One team is to attack and attempt to score, the opposing team is to stop (defending) them from scoring. Make simple decisions about when / where to move in game to receive a ball in an adapted game of netball. > Scoring in a variety of ways and begin to use in a game situation

**Impact::** Children show patience and support others, listening well to them about our work. Children are happy to show and tell others about their ideas. Netball—children can confidently play an adapted game of Netball.

## RE

**Intent- 1.3** Children will understand why Christmas matters to Christians.

### Implementation

To understand that incarnation means 'God in the flesh'.

To explore stories from the nativity.

To discuss Jesus' birth and the good news it brought.

To understand advent and explore traditions.

To visit a local church to understand what happens at Christmas time to celebrate

To create 'Christmas thank you' statements..

**Impact:** Children will gain an understanding how and why Christmas matters to Christians. They will know the traditions around Christmas and the impact of Jesus' birth.

## Music

**Intent-** Children to listen, appraise, compare and perform songs linking to Black History. Develop their improvising and composing skills.

### Implementation

Listen and appraise the song 'Ho Ho Ho' Start learning to sing the song.

Continue to practise singing the song. Introduce percussion and play along.

Listen and appraise the song 'Bring Him Back Home'. Discuss how it relates to Black history . Compare it with 'Ho Ho Ho'. Practise playing glockenspiel with the song. Improvise using notes B and A.

Listen and appraise 'Suspicious Minds'. Continue to practise singing, playing glockenspiel and composing using notes B and A.

Listen and appraise 'Sir Duke' identify it is RnB/Soul. Continue to practise singing and playing instrument for Ho Ho Ho.

Listen and appraise 'Fly me to the Moon' Identify jazz music.

**Composite Outcome:** Perform the song 'Ho, Ho, Ho using voices, learnt glockenspiel and their own compositions.

**Impact:** Children will have practised singing and playing a glockenspiel to perform a song that links to Black History. They can compare other styles and show an appreciation for different styles linking to Black History.

Year 2  
Spring Term 1



Healthy Body  
Healthy Mind  
Healthy Planet

## History

**Intent- Grace Darling**—Children will know who Grace Darling is, her achievement and why she became famous. The children will learn how her rescue has impacted on today's RNLI and women in engineering.

### Implementation

To compare and contrast Grace's life to modern day life.

To sequence the events of Grace Darling's rescue in chronological order.

To understand the impact of the events of Grace Darling's rescue.

To understand why Grace Darling is a significant person in history.

To understand the legacy of Grace Darling.

**Impact:** Children will be inspired and know the impact that Grace Darling had on the RNLI and be able to talk about the links between heroism of Grace and modern RNLI winners.

## Science

**Intent- Uses of Everyday Materials**—Children will identify different uses for materials, know suitable materials to use and understand their properties.

### Implementation

To identify use of everyday materials.

To identify and record uses of everyday materials.

To compare the use of everyday materials.

To explore the properties of materials.

To identify and compare the suitability of everyday materials.

To understand how the shapes of materials can be changed.

**Impact:** Children will know about suitable materials to use, their properties and understand how shapes can be changed.

## PSHE

**Intent-** Children will learn fight or flight reactions, and develop strategies for dealing with loss.

### Implementation

To understand how families respect and care for each other.

To find ways of dealing with loss.

To understand how to remember lost loved ones.

To understand fight or flight.

To understand what makes us feel the fight and flight response.

**Impact:** Children will learn how to remember lost ones, understand ways to deal with loss and be in tune with their feelings regarding fight or flight.

## Computing

**Intent-** Robot Algorithms—Creating and debugging programs and using logical reasoning to make predications.

### Implementation

To describe a series of instructions as a sequence

To explain what happens when we change the order of instructions

To use logical reasoning to predict the outcome of a program

To explain that programming projects can have code and artwork

To design an algorithm

To create and debug a program that I have written

**Impact:** Children will be able to create and debug programmes, create algorithms and make predications.

## Design & Technology

**Intent-** Children will explore a range of stable structures, uses their material knowledge and create, design and make a stable structure.

### Implementation:

To explore the features of stable structures, including bridges.

To design and plan a stable structure.

To explore a range of materials and make decisions based on the end product.

To create a design for my final product.

To follow a design plan and make a product.

To evaluate products.

**Impact:** Children will know how to select an appropriate material to build a stable structure. They will be able to create, design and evaluate.

Year 2  
Spring 1



Healthy Body  
Healthy Mind  
Healthy Planet

## PE

**Intent-** Children will develop their Cognitive skills. To continue to apply and develop a broader range of skills, learning how to use them in different ways, to link them to make actions and sequences of movement in Gymnastics.

### Implementation—Physical Education

**Warm up:** Every 3 weeks the children focus on 1 warm up and progress once the class has mastered the concept of each stage. Race walking and Line out.

**Funs Skills:** Our sequence of 6 depends on the control, confidence and competency of the individuals ability to perform the skill. One a line (FUNS 5) and Stance (FUNS 2).

**Cog:** For 6 weeks we are working on our Cognitive Skills.

Implementation—Sport: Gym

L1: Tearn points and patches balances L2: Explore point and patch balances using low apparatus. L3: Explore point and patch balances using large apparatus L4: Learn more complex travelling movements using feet, adding variety by combining with hand apparatus L5: Explore more complex travelling movements using low apparatus L6: Explore more complex travelling movements using large apparatus

## Impact

Children will be able to perform a sequence of movements with some changes in level, direction or speed. Children will be able to perform a range of skills with some control and consistency.

Gymnastics—children will have developed confidence and skills to perform a set of travelling movements.

## RE

**Intent-** 1.6 (double unit) Children will deepen their understanding of the Muslim faith and how they live.

### Implementation

To revisit the Shahadah and why it is important to Muslims.

To identify some of key Islamic beliefs about God.

To understand why the Qur'an. Is important to Muslims.

To find out what difference the five pillars make to Muslims in everyday life.

To understand how Muslims set a good example to others.

To discuss the similarities and differences between Muslims and Christians.

**Impact:** Children will be able to identify some Islamic beliefs about God and their believe about how they live their lives. They will identify how it similar to their beliefs and make connections.

## Music

**Intent-** Children to listen, appraise, compare and perform songs from the genre Rock. They will develop their improvising and composing skills.

### Implementation

Listen and appraise the song "I wanna play in a band" (rock) Start learning to sing the song.

Continue to practise singing the song. Introduce percussion and play along.

Listen and appraise the song 'Smoke on the water'. Discuss what four note guitar riff is.. Compare it with 'I wanna play in a band'. Practise improvising with the song using clap and voice.

Listen and appraise 'Rockin all over the world'. Continue to practise singing.

Listen and appraise 'Johnny B Goode' compare it to 'I wanna play in a band' Continue to practise singing 'I wanna play in a band'.

Listen and appraise 'I saw her standing there'. Identify soul music.

**Composite Outcome:** Perform the Rock song 'I wanna play in a band' using voices, learnt and their own improvisations.

**Impact:** Children will have practised singing to perform the song that links to the genre Rock. They can compare other styles and show an appreciation for Rock music and make connections to soul music.

Year 2  
Spring Term 2



Healthy Body  
Healthy Mind  
Healthy Planet

## Geography

### Intent- Human and Physical

**Knowledge** Children will become confident at using directional language, be able to draw simple sketch maps and understand their local area.

### Implementation

- To draw a simple sketch map of our local area.
- To use simple compass directions.
- To use an Atlas to find human and physical features of the UK.
- To use locational and directional language to identify key physical and human features of the world.
- To use aerial photos to recognise landmarks and basic human and physical features.
- To map our local area with human and physical features.

**Impact:** The children will become confident in their geographical skills and fieldwork knowledge. They will be able to draw simple maps of local areas, understand simple compass directions and describe the location of features and routes on a map.

## Science

**Intent-** To explore living things and their habitats.

### Implementation

- To notice that animals have offspring which grow into adults.
- To understand and explore the lifecycle of a butterfly.
- To understand and explore the lifecycle of a frog.
- To understand and explore the lifecycle of a sheep.
- To observe butterflies/frog's overtime through first hand observation.

**Impact:** Children will understand different types of habitats, suitability and how they provide basic needs to different kinds of animals and plants. They will understand how food is obtained.

## PSHE

**Intent-** Children to create a positive mind-set and know basic survival needs as well as understanding how keep a healthy planet.

### Implementation

- To understand the basic survival needs.
- To create a positive mind and body for survival.
- To understand pollution and global warming.
- To understand recycling.
- To understand how we find our way to unfamiliar places.
- To know how to use the night sky for navigation.

**Impact:** Children will know how to keep a healthy a healthy mind, basic survival skills and how to keep and promote a healthy planet.

## Computing

**Intent-** Pictograms—Collecting data in tally charts and using attributes to organise and present data on a computer.

### Implementation

- To recognise that we can count and compare objects using tally charts
- To recognise that objects can be represented as pictures
- To create a pictogram
- To select objects by attribute and make comparisons
- To recognise that people can be described by attributes
- To explain that we can present information using a computer

**Impact:** Children will embed their math statistic skills within their computing lessons.

## Art

**Intent-** Children will explore different materials, learn skills and use their own imagination to create a sculpture.

### Implementation:

- To generate ideas through exploring sculptures around them.
- To design a sculpture using ideas I have collected.
- To make a sculpture using clay.
- To make a sculpture using a variety of materials.
- To design and make a sculpture using my choice of material.
- To present, evaluate and review my sculpture.

**Impact:** Children will have explored a range of materials to create a sculpture of their choice. They will be able to design, create and evaluate their final product.

Year 2  
Spring 2



Healthy Body  
Healthy Mind  
Healthy Planet

## PE

**Intent-** Children will develop their Creative skills. To continue to apply and develop a broader range of skills, learning how to use them in different ways, to link them to make actions and sequences of movement in Dance.

### Implementation—Physical Education

**Warm up:** Every 3 weeks the children focus on 1 warm up and progress once the class has mastered the concept of each stage. Grand Prix and On the mat.

**Funs Skills:** Our sequence of 6 depends on the control, confidence and competency of the individuals ability to perform the skill. Ball Skills (FUNS 9) and Counter balance with a partner (FUNS 4).

**Cog:** For 6 weeks we are working on our Creative Skills.

Implementation—Sport: Dance

To form solo shapes.  
To form shapes with a partner  
To form solo circles  
To form partner circles  
To form Artistry abstractions  
Artistry making

**Impact:** Children will be able to make up their own rules and versions of activities, respond to a variety of tasks and be able to recognise similarities and different in movements and expression.

Dance—they will be able to create multiple standing and floor shapes, create a range of movements fluently and without stopping.

## RE

**Intent- 1.5** Children will understand why Easter matters to Christians.

### Implementation

To understand the Easter story.

To know why Christians celebrate Easter.

To discuss the emotions of Jesus' followers.

To understand what happens in church during Easter.

To understand why the Easter story is so important.

To understand how Easter links new beginnings .

**Impact:** Children will know stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). They will be able to give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. They will make connections to their own beliefs and give a good reason for their ideas.

## Music

**Intent-** Children to listen, appraise, compare and perform songs from the genre RnB. They will develop their improvising and composing skills.

### Implementation

Listen and appraise the song 'Zoo Time' (reggae). Start learning to sing the song.

Continue to practise singing the song. Introduce percussion and play along.

Listen and appraise the song Shine. Discuss how it has a strong RnB influence. Compare it with 'Zoo Time'. Practise playing glockenspiel with the song. Improvise using notes C

Listen and appraise 'I.G.Y'' Continue to practise singing, playing glockenspiel and composing using notes C.

Listen and appraise 'Feel Like Jumping' identify it is a Jamaican singer. Continue to practise singing and playing instrument for 'Zoo Time'.

Listen and appraise 'I can see clearly now'

**Composite Outcome:** Perform the Reggae song 'Zoo Time' using voices, learnt glockenspiel and their own compositions.

**Impact:** Children will have practised singing and playing the glockenspiel to perform the song 'Zoo Time'. They will appreciate the s RnB influence, and will know how to compose their own composition.

Year 2  
Summer Term 1



Healthy Body  
Healthy Mind  
Healthy Planet

## Geography

**Intent-** To understand the geographical similarities and differences of a small area in the UK (Cornwall) and a small area in a contrasting country (Kenya)

### Implementation

To recap the continents and oceans of the world and locate Africa and Cornwall.

To understand the importance that tourism has on both Kenya and Cornwall.

To understand the differences and similarities of National Parks and Wildlife Parks.

To know the main animals that live in Kenya v Cornwall.

To understand the Maasai culture and compare to ours.

To observe images of Kenya and compare to our lives in Cornwall.

**Impact:** to have a geographical understanding of the differences and similarities between Cornwall and Kenya.

## Science

**Intent-** To explore living things and their habitats.

### Implementation

To explore and compare the differences between living, dead and never alive.

To explore and observe a microhabitat, and identify mini-beasts.

To understand British habitats.

To observe and map a British habitat.

To understand World habitats.

To describe how animals, obtain their food from plants and other animals – food chains.

**Impact:** children will understand different types of habitats, suitability and how they provide basic needs to different kinds of animals and plants. They will understand how food is obtained.

## PSHE

**Intent-** Children will know how to be safe online, understand basic survival needs and understand what failure is.

### Implementation

To know how to be safe online.

To understand the benefits and disadvantages of digital technology.

To understand how to prevent a fire.

To know and remember how to create a fire escape plan.

To understand the basic needs for forest survival.

To know about surviving in the wild.

To understand what failure is and why is it important.

**Impact:** Children will have the knowledge to know how to be safe online, when something isn't right and what they can do. They will embed their survival skills and safety awareness. They will also understand why failure is good, and be able to put this into practise.

## Computing

**Intent-** Making Music—Using a computer tool to explore rhythms and melodies, before creating musical composition.

### Implementation

To say how music can make us feel

To identify that there are patterns in music

To show how music is made from a series of notes

To create music for a purpose

To review and refine our computer work

**Impact:** Children will have embed their musical skills to then be able to create their own compositions. They will be able to use music as another way to express their feelings.

## Art

**Intent-** Children will explore a range of patterns and printing materials to design their own wallpaper.

### Implementation:

To use a stimulus to explore patterns.

To explore foam printing.

To explore block printing.

To create a manmade printing tool.

To explore colour through printing.

To explore printing on a range of materials.

To create a final piece using a printing tool.

**Impact:** Children will have explored a range of printing tools, materials, drawing and colour, and have been on a journey to creating a piece of wall paper for the zoo.

Year 2  
Summer Term 1



Healthy Body  
Healthy Mind  
Healthy Planet

## PE

**Intent-** Children will develop their Physical skills. To continue to apply and develop a broader range of skills, learning how to use them in different ways, to link them to make actions and sequences of movement in Tennis.

### Implementation—Physical Education

**Warm up:** Every 3 weeks the children focus on 1 warm up and progress once the class has mastered the concept of each stage. Ball tricks and Ball Handling.

**Funs Skills:** Our sequence of 6 depends on the control, confidence and competency of the individuals ability to perform the skill. Sending and Receiving (FUNS 8). Reaction and Response (FUNS 12).

**Cog:** For 6 weeks we are working on our Physical Skills.

Implementation—Sport: Tennis

Manipulate a racket and ball with some control developing an understanding of hitting the ball off the racket.

Play a variety of games to score Start to apply basic tactics T

o begin to understand the principle of playing an attacking stroke/ shot within games such as dodge ball and big ball tennis

Follow rules for a game

**Impact:** Children will be able to perform and repeat longer sequences with clear shapes and controlled movement. They can select and apply a range of skills with good control and consistency.  
Tennis—

## RE

**Intent- 1.4** Children will know the 'good news' Jesus brings and how Christians try to continue this now.

### Implementation

To understand the 12 people Jesus chose.

To explore what forgiveness means to Christians.

To explore different types of peace.

To explore how a sacred space can bring peace.

To write prayers and reflections about peace and forgiveness.

To explore how Christians try to bring Jesus' good news.

**Impact:** will able to give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless ■Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).

## Music

**Intent-** Children to listen, appraise, compare and perform songs with strong links about Friendship. They will develop their improvising and composing skills.

### Implementation

Listen and appraise the song 'Friendship Song'. Start learning to sing the song.

Continue to practise singing the song. Introduce percussion and play along.

Listen and appraise the song 'We go together' Discuss how it links to friendship and link to 'Friendship' song. Practise playing glockenspiel with the song. Improvise using notes B, G and A.

Listen and appraise "You give me a little love" Continue to practise singing, playing glockenspiel and composing using notes B, G and A.

Listen and appraise 'That's what friends are for' identify the instruments used.. Continue to practise singing and playing an instrument for 'Friendship'..

Listen and appraise 'You've got a friend in me'.

**Composite Outcome:** Perform the song 'Friendship song' using voices, learnt glockenspiel and their own compositions.

**Impact:** Children will have practised singing and playing the glockenspiel to perform the 'Friendship' song. It will have built on their PSHE skills, and embed the importance of friends. They will appreciate the style and will know how to compose their own composition.

Year 2  
Summer Term 2



Healthy Body  
Healthy Mind  
Healthy Planet

## History

### Intent- The Great Fire of London

Children will understand the events of the GFOL and understand how it changed London, and what London looks like now.

### Implementation

To understand the life beyond living memory (WOW Day)

To locate where and when the Great Fire of London started.

To understand the events of the Great Fire of London using artefacts.

To find out why the fire spread so quickly and stayed alight for so long.

To research Samuel Pepys and his diary.

To understand the significance the fire had on London and how it changed.

To research and create an artefact to understand how we find out about The Great Fire of London.

**Impact:** Children will know what happened during the fire, how the fire brigade developed because of the fire, and how it changed London to how it is today.

## Science

### Intent- Plants

Children will be able to observe plants, how they grow, their needs and how they are suited to their habitat to enable a

### Implementation

To describe how plants, grow and stay healthy.

To observe and describe how seeds and bulbs grow into mature plants.

To describe the life cycle of a plant.

To use observations to explain how a plant stays healthy.

To describe what happens if plants don't get the things they need.

To explain how plants are suited to their habitats

**Impact:** Children will know how to keep a plant/tree healthy. What habitat they need to survive, how to grow plants/trees and how this impacts towards having a healthy planet. Children will be inspired to grow and nurture our world.

## PSHE

**Intent-** Children to become confident with failure, have the skills to adapt to change and are provided with key skills to be prepared for the wider world.

### Implementation

To understand personal goal setting and how it helps us.

To understand how to protect our planet.

To know what skills help prepare you for change.

To prepare to transition to key stage 2.

To identify the differences between males and females.

To explore some of the differences between males and females and to understand how this is part of the lifecycle.

To

**Impact:** Children will understand failure as a positive, and be able to manage setting goals. They will know the correct terminology for male and female parts, the differences between them and will be prepared for KS2.

## Computing

**Intent-** Programming quizzes – Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.

### Implementation

To explain that a sequence of commands has a start

To explain that a sequence of commands has an outcome

To create a program using a given design

To change a given design

To create a program using my own design

To decide how my project can be improved

**Impact:** Children will be able to design and create algorithms and programmes. They will be able to understand how they can improve a project.

## Design & Technology

**Intent-** Children will develop their sewing skills and be able to design, create and evaluate their product.

### Implementation:

To investigate a range of puppets and their features.

To be able to work with fabric to create a finger puppet.

To develop and practise sewing skills.

To be able to design a glove puppet.

To be able to follow a design to make a puppet.

To be able to evaluate a finished product.

**Impact:** Children can design, make and evaluate their own finger puppet using basic sewing skills.

Year 2  
Summer Term 2



Healthy Body  
Healthy Mind  
Healthy Planet

## PE

**Intent-** Children will develop their Health & Fitness 1 skills. To continue to apply and develop a broader range of skills, learning how to use them in different ways, to link them to make actions and sequences of movement in Athletics.

### Implementation—Physical Education

**Warm up:** Every 3 weeks the children focus on 1 warm up and progress once the class has mastered the concept of each stage. Scramble Madness and The Hairy, Scary Woods.

**Funs Skills:** Our sequence of 6 depends on the control, confidence and competency of the individuals ability to perform the skill. Ball Chasing (FUNS 11) and Floor work (FUNS 3).

**Cog:** For 6 weeks we are working on our Health & Fitness Skills.

### Implementation—Sport: Athletics

- Run at different paces, describing the different paces.
- Use a variety of different stride lengths.
- Travel at different speeds.
- Begin to select the most suitable pace and speed for distance.
- Complete an obstacle course.
- Vary the speed and direction in which they are travelling.
- Run with basic techniques following a curved line.
- Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.
- Combine different jumps together with some fluency and control.
- Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances.
- Choose the most appropriate jumps to cover different distances. -Know that the leg muscles are used when performing a jumping action.
- Throw different types of equipment in different ways, for accuracy and distance.

**Impact:** Children will be able to describe how their body feels during exercise and after exercise and why it feels like this. They will be able to explain why we need to warm up and cool down.  
Athletics—

## RE

**Intent- 1.8** Children will understand what makes some places sacred and precious to Christian, Jewish and Muslim believers.

### Implementation

To understand what makes places and things 'sacred' and 'holy'.

To understand the importance of respect for other peoples precious belongings.

To explore the main features of places of worships in Christianity. (visit local church)

To notice similarities and differences between places of worship.

To explore how religious believers use music to help them worship.

To listen to songs, prayers and recitations and understand how they make people feel.

**Impact:** Children will recognise that there are special places where people go to worship, and talk about what people do there. Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

## Music

**Intent-** Children to listen, appraise, compare and perform songs in the style Western Classical Music and a choice of the children from the unit taught. Develop their improvising and composing skills..

### Implementation

Listen and appraise the song 'Peer Gynt Suite Anitra's Dance'. Introduce rhythm grids, duration, staves and clefs'.

Continue to develop knowledge of rhythm grids, pulse and duration.

Listen and appraise the song 'We will rock you'. Focus on pitch and introducing minims.

Listen and appraise 'Fantasia on Greensleeves' Continue to look at rhythm grids, tempo and time signatures.

Listen and appraise 'The Sugar Plum Fairy' . Continue to look at time signatures, bar lines and introduce dynamics.

Listen and appraise 'The Robots'. Looking at dimensions of music.

**Composite Outcome:** Perform each song we have learnt this year.

**Impact:** Children can reflect on their learning find improve their compositions and performances applying their skills and understanding.