

YEARLY ROLLING PROGRAMME FOR YEAR 2 BEECH CLASS

	<p>Autumn 1 <b>The Enchanted World of Magical Tales.</b> What happens with we add a potion to a story? What magical ingredients could we add to a potion? Which stories can you name with potions and mixtures? (Global)</p>	<p>Autumn 2 <b>Exploring Cornish Stories and Historical Rhymes.</b> Who was the grand old Duke of York? What happened to Guy Fawkes? Where did the Steadfast Tin Solider go? (Europe)</p>	<p>Spring 1 <b>Amazing Adventures and Risky Recues.</b> Who are pirates? What important rescues have influenced out lives today? Are pirates historical? Where did explorers go and what did they find? (International)</p>	<p>Spring 2 <b>Our village through time...</b> What has changed in our village beyond living memory? How have houses and homes changed over time? What historical changes have happened within living memory? (locale)</p>	<p>Summer 1 <b>Cornish Castles, Fogous and Legends.</b> What is a Fogou? Why are castles round? Where do legends come from? (locale)</p>	<p>Summer 2 <b>What lives just beneath my feet?</b> (locale) I am small, I crawl, I have a hard shell, what am I? Do insects have a favourite colour? Can looking at the clouds predict whether I need a coat? (locale)</p>
<p><b>Literacy</b>  <b>FP -For pleasure class text.</b></p>	<p><b>FP-</b> Roald Dahl's – George's Marvellous Medicine.</p> <p><b>Focus text</b> - Magic Porridge Pot, food rhymes.</p> <p><b>Reading</b> – Retelling key stories. Structural organisers Vocabulary and meaning. Retrieval</p> <p><b>Fiction Writing to entertain Simple traditional story.</b> Purpose: To tell a story with a moral.</p> <p>Skills: Noun Phrases Using adjectives subordination (because) and co-ordination (but) to extend sentences. Time conjunctions (Adverbials)</p> <p><b>Non-Fiction</b> Recipe writing linked to the traditional tale. Purpose: To write a set of instructions that have a sequential order. Skills: Commands. (Use time conjunctions from Traditional tales writing) Imperative verbs. Commas for Lists application from Noun phrases.</p>	<p><b>FP-</b> The day I fell into a fairy-tale by Ben Miller alongside The Mermaid of Zennor, The mice of Mousehole, The sand horse and the Mousehole cat.</p> <p><b>Focus text</b> –Mousehole Cat. Nursery rhymes and historical comparisons with story.</p> <p><b>Reading</b> – Retrieval Similarities and differences Vocabulary and meaning and impact. Performance intonation, fluency and pace. Sequencing and summarising.</p> <p><b>Fiction writing to entertain.</b></p> <p><b>Alternative ending to a traditional story performed.</b></p> <p>Skills: subordination (because) and co-ordination (but) to extend sentences. Using contractions. Alternative sentence starters. Using different headings</p> <p><b>Non-Fiction to inform about The Grand Old Duke of York.</b></p> <p><b>Newspaper Report</b></p> <p><b>Purpose: to support a newspaper recount of the class trip at Christmas.</b></p>	<p><b>FP</b> – Mazy and the Cornish Pirates by Peter Price.</p> <p><b>Focus text</b> – Grace Darling and Diary examples.</p> <p><b>Reading</b> – Skimming and scanning for key information. Identifying evidence and justifying opinion. Vocabulary meaning and impact. Inference.</p> <p><b>Fiction – Writing to inform.</b></p> <p><b>Diary (Recount) Grace Darling</b></p> <p><b>Purpose: To record events from history.</b></p> <p>Skills: subordination (because, when, if, that or) and co-ordination (but, and, or) to extend sentences. Using contractions. Writing in first person. Past tense. Writing with our senses. Order events with cohesion.</p> <p><b>Poetry - List Poems</b></p> <p><b>Purpose: To make our own book on 'What I found in a pirate's pocket.'</b></p>	<p><b>FP:</b> Magical Faraway Tree by Enid Blyton</p> <p><b>Focus Text</b>-A Street through time. Letter examples. Rhymes and riddles.</p> <p><b>Reading</b> – Skimming and scanning for key information. Questioning settings and characters. Structural organisers. Inference</p> <p><b>Fiction – Writing to Entertain</b></p> <p><b>Character and setting descriptions.</b></p> <p>Purpose: To write character, setting and house descriptions for Year 3 to use to upskill.</p> <p>Skills: subordination (because, when, if, that or) and co-ordination (but, and, or) to extend sentences. Noun phrases. Apostrophes for singular possession. Using emotions and senses to help with description.</p> <p><b>Non-Fiction – recount – writing to entertain</b></p> <p>Purpose: To record a trip around the village to explore historical features.</p>	<p><b>FP</b> – Combat at the castle: a knight in training. Book 5 Vivian French and David Melling.</p> <p><b>Focus Text</b> - The Tunnel by Anthony Browne.</p> <p><b>Reading</b> – Skimming and scanning for key information. Cause and effect. Predictions. Inference</p> <p><b>Fiction- Writing to entertain</b></p> <p><b>Dilemma story</b></p> <p><b>Purpose: To write the untold part of a story to share with each other.</b></p> <p>Skills: subordination (because, when, if, that or) and co-ordination (but, and, or) to extend sentences. Using contractions. Noun phrases Adverbials Persuasive sentence starters.</p> <p><b>Non- Fiction - Recount – independent write using a visit as a stimulus from last term's learning.</b></p> <p>Skills: To use time conjunctions. To use chronological order. Using feelings and emotions. To</p>	<p><b>FP-</b> Olivia and Maro. The butterfly garden Cristina Craciun.</p> <p><b>Focus Text</b> - The boy who lost his bumble – Trudi Esberger</p> <p><b>Reading</b> – Skimming and scanning for key information. Predictions. Explanation.</p> <p><b>Fiction – Writing to entertain - Consequence story.</b></p> <p>Skills: subordination (because, when, if, that or) Using contractions. Noun phrases Adverbials</p> <p><b>Non-Fiction – Writing to inform</b></p> <p><b>Non chronological report</b></p> <p>Skills: Headings and subheadings. Range of sentence types. Range of punctuation. subordination (because, when, if, that or) Apostrophes for singular possession.</p> <p><b>Poetry - Riddles</b></p> <p>Purpose: For publication.</p>

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	<p><b>Poetry Writing to entertain through National poetry day.</b></p> <p><b>Acrostic poetry linked to the theme of National poetry day.</b></p> <p>Purpose: To explore and celebrate poetry with a national celebration.</p> <p>Skill: To listen, read and perform poetry. To give our own opinions based on a theme and poem.</p>	<p>Skills: Present and past tenses correctly including progressive form. Headings and subheadings.</p> <p><b>Poetry – Nursery rhymes</b></p> <p>Purpose: Performance of different nursery rhymes to focus on pace, pitch, expression and actions.</p> <p>Skill: performing using syllables.</p>	<p>Skill: Using different forms of sentence, statement, question, exclamation and command. Using possessive apostrophes.</p>	<p>This will also form the basis of an independent write next term after a trip.</p> <p>Skills: To use time conjunctions. To use chronological order. Using feelings and emotions. To write in past tense and first person.</p> <p><b>Poetry- Baking Rhymes- Performance with using actions, pace and expression to entertain,</b></p> <p>Purpose: to share with Year 1 to show the use of rhyming couplets. Skill: imperative verbs. Time conjunctions. Commas.</p>	<p>write in past tense and first person.</p>	<p>Skills: Alliteration, verbs, adjectives and adverbs.</p> <p>Considering Night Mail by W.H Auden.</p>
<b>Maths</b>	<p><b>Number:</b> Place value within 20</p> <p><b>Number:</b> Addition and Subtraction + and – to 20.</p> <p><b>Fluency</b> – NCETM Mastering Number.</p>	<p><b>Number:</b> Place value within 50</p> <p><b>Number:</b> Addition and Subtraction + and – to 50</p> <p><b>Statistics</b></p> <p><b>Fluency</b> – NCETM Mastering Number.</p>	<p><b>Number:</b> Multiplication and Division x and ÷</p> <p><b>Geometry:</b> shape, position and direction.</p> <p><b>Fluency</b> – NCETM Mastering Number.</p>	<p><b>Number:</b> Place value within 100</p> <p><b>Number:</b> Fractions</p> <p><b>Fluency</b> – NCETM Mastering Number.</p>	<p><b>Measurement:</b> Time</p> <p><b>Measurement:</b> Capacity and Temperature.</p> <p><b>Consolidation.</b></p> <p><b>Fluency</b> – NCETM Mastering Number.</p>	<p><b>Measurement:</b> Money</p> <p><b>Measurement:</b> Length and weight</p> <p><b>Consolidation.</b></p> <p><b>Fluency</b> – NCETM Mastering Number.</p>
<b>History</b>	<p><b>What is history?</b></p> <p>Do we all have a history?</p> <p>Does the Earth have a history?</p> <p>Can history be forgotten?</p> <p>What is the difference between the past and history?</p> <p>How is history recorded?</p> <p>What types of evidence do we have?</p> <p>Democritus the Greek philosopher introduced the idea of the atom in 450B.C. However, the idea was essentially forgotten for more than 2000 years. John Dalton re-introduced the atom in 1800.</p>	<p><b>Where do nursery rhymes come from?</b></p> <p>Think about the images shown in nursery rhymes and compare these to today's objects.</p> <p>Identify differences between ways of life at different times.</p> <p>Who was the Grand Old Duke of York and how is his story based in history?</p> <p>Graham Bell and the invention of the telephone.</p> <p>What does our modern digital world mean for music?</p> <p>Who is Helen Keller and why is she a significant individual?</p>	<p><b>Significant historical people – Marco Polo, Grace Darling, and Famous pirates</b></p> <p><b>(Historical focus, Marco Polo, Grace Darling, Cornwall link, materials)</b></p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Some should be used to compare aspects of life in different periods.</li> </ul>	<p><b>Changes within living and events beyond memory within the local area; Significant people; Places and events in the local area.</b></p> <p><b>(Our village and school and changes within living memory. Materials Houses and homes over time)</b></p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>significant historical events, people and places in their own locality.</li> </ul>	<p><b>Castles and Homes.</b></p> <p>Identify differences between ways of life at different times relating to homes.</p> <ul style="list-style-type: none"> <li>When was the last castle built in the UK?</li> <li>Who built it?</li> <li>What are the different rooms and areas of a castle?</li> <li>What would it be like to live in a castle?</li> <li>Why don't we live in castles today?</li> <li>What castles are there in Cornwall? When were they built and who built them?</li> <li>Who was Henry VIII and why did he build castles in Cornwall? (Remember significant information about Henry VIII)</li> </ul> <p>Sequence photographs from different periods.</p> <p>Understand time can be measured in small periods and larger periods.</p>	

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		<p>Why is Bonfire night significant?</p> <p>Who is Guy Fawkes?</p> <p>What was the Gun Powder plot? Why were people unhappy? How was James the 1 involved? How has this event influenced our lives today?</p>	<p>Describe memories of key events in lives and develop a linear sequence.</p> <p>Know that photographs can be reconstructions and that history is explored through study and archaeology.</p> <p>Consider why writing can be a good historical source.</p> <p>Understanding and using timelines to plot significant events.</p>	<p>Understand the village looked different in the past.</p> <p>Understand people had different homes and resources in the past.</p> <p>Understand differences between ways of life at different times relating to homes.</p> <p>Know the school and village have a past and be able to give some details about its development.</p> <p>St.Piran's Day and the historical significance with Cornwall.</p>	<p>Study some key significant figures from the past and retain information about their lives.</p> <p>Compare pictures or photographs of people events in the past.</p> <p>Visit a museum/castle.</p> <p><b>Legends and Myths</b> Cornish Knockers – Observe, handle sources, answer questions about past on the basis of simple observations.</p>	
Geography	<p>The United Kingdom</p> <p>What is the UK and where do I come from?</p> <p>Can I find the capital cities and surrounding seas of the UK?</p> <p>What are the human and physical differences between the UK's countries?</p> <p>What are the UKs capital cities like?</p> <p>What do I know about a country in the UK?</p> <p>Oceans, continents, equator, north, south pole. Explore Nigeria in Africa with physical and human geography and landmarks.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"><li>name and locate the world's seven continents and five oceans.</li><li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li></ul>	<p>FIELD WORK</p> <p>Making sketch maps</p> <p>Using sound stick maps to map sounds and begin to see this in a linear form.</p> <p>Begin to consider aerial views and understand different perspectives for viewing locations.</p> <p>Recap on village, town, city, county, capital city, country, continent.</p> <p>Place knowledge.</p> <ul style="list-style-type: none"><li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li><li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a</li></ul>	<p>Oddizzi - Continents</p> <p>Using and making maps; Locational Knowledge; Directions</p> <p>Locational knowledge</p> <ul style="list-style-type: none"><li>name and locate the world's seven continents and five oceans.</li><li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li></ul> <p>Place knowledge.</p> <ul style="list-style-type: none"><li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography.</li><li>use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean,</li></ul>	<p>Fieldwork in the local area; Human and physical features; Using and making maps; Aerial images</p> <p>Place knowledge.</p> <ul style="list-style-type: none"><li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography.</li><li>key human features, including city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork</li><li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li><li>use simple compass directions and locational and directional language</li></ul>	<p>Oddizzi - Hot and cold places</p> <p>Where are the world's hot and cold place?</p> <p>What is it like in the world's hot and cold place -what are the features of a hot and cold place?</p> <p>Where can I find out about a hot or cold place (desert, rainforest, antarctica?)</p> <p>How do animals adapt to a hot or cold place?</p> <p>What would I pack when visiting hot and cold places?</p> <p>How can I describe what it is like in a hot or cold place?</p> <p>Place knowledge.</p> <p>- identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage</p>	<p>Can the clouds help us predict if we need a coat?</p> <ul style="list-style-type: none"><li>Classifying clouds, including their height and type.</li><li>Identifying the clouds we can see using our own identification chart.</li><li>Carrying out field work over a period of time to gather data on clouds and weather patterns.</li><li>Use the data to help form ideas about the clouds and weather to answer enquiry question.</li><li>Construct a presentation for Year 1 to show them how to predict if they need a coat using the clouds.</li></ul> <p>Creating sketch maps showing habitats of insects. This will involve the children using a their own key, symbols and draw map.</p>



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	<p><b>Place knowledge.</b></p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>use simple compass directions and locational and directional language.</li> </ul> <p>Begin to use maps in different forms, keys and index.</p>	<p>contrasting non-European country Human and physical geography.</p> <ul style="list-style-type: none"> <li>use simple compass directions and locational and directional language.</li> </ul> <p>Create linear maps to for a purpose, gathering and discussing data.</p>	<p>river, soil, valley, vegetation, season and weather</p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>use simple compass directions and locational and directional language</li> </ul> <p>Creating their own keys based on a drawn map.</p>	<ul style="list-style-type: none"> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul> <p>Using a linear map to show a journey creating their own keys.</p>	<p>-understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography.</p> <p>Drawing maps to show key features using symbols.</p>	
Science	<p><b>Uses of everyday materials</b></p> <ul style="list-style-type: none"> <li>Identify different materials and their uses.</li> <li>Understand how to select the right materials to build a bridge.</li> <li>Explore and test stretchiness of materials.</li> <li>Understand that materials can change their shape by twisting, bending, squashing or stretching.</li> <li>Find out about Charles Macintosh (<b>PSTT- Standing on the Shoulders of Giants</b>) and explore how materials are suitable for different purposes.</li> </ul> <p><b>Working Scientifically</b></p> <p>Using observations to suggest answers to questions.</p>	<p><b>Living things and their habitats – Habitats around the world.</b></p> <ul style="list-style-type: none"> <li>Learn about habitats.</li> <li>Appreciate that environments are constantly changing.</li> <li>Explore the rainforest and its problems.</li> <li>Describe life in the ocean.</li> <li>Discover the Artic and Antarctic habitat.</li> <li>Create a model of a habitat.</li> </ul> <p><b>Working Scientifically</b></p> <p>Identifying and classifying.</p> <p>Using observations to suggest answers to questions.</p> <p>Asking simple questions and recognising that they can be answered in different ways.</p>	<p><b>Living things and their habitats.</b></p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead and things that have never been alive.</li> <li>Identify and name a variety of plants and animals in a microhabitat.</li> <li>Design a suitable microhabitat where living things could survive.</li> <li>Find out what animals eat to survive.</li> <li>Understand a food chain.</li> </ul> <p><b>Working Scientifically</b></p> <p>Identifying and classifying.</p> <p>Observing closely, using simple equipment.</p> <p>Using observations to suggest answers to questions.</p>	<p><b>Animals including humans - Health and survival.</b></p> <ul style="list-style-type: none"> <li>Describe the needs of animals for survival.</li> <li>Describe the needs of humans for survival.</li> <li>Explore the importance of eating the right food.</li> <li>Describe what a healthy balanced diet looks like.</li> <li>Investigate the impact of exercise on our bodies.</li> <li>Investigate the importance of hygiene.</li> </ul> <p><b>Working Scientifically</b></p> <p>Using observations to suggest answers to questions.</p> <p>Identifying and classifying.</p> <p>Perform simple tests.</p> <p><b>Vocabulary</b></p>	<p><b>Animals including humans – Lifecycles.</b></p> <ul style="list-style-type: none"> <li>Order the stages of the human life cycle.</li> <li>Describe the stages of a human life cycle.</li> <li>Identify the offspring and parent of an animal.</li> <li>Explore the life cycle of a chicken.</li> <li>Describe the life cycle of a butterfly.</li> <li>Explore the life cycle of a frog.</li> </ul> <p><b>Working Scientifically</b></p> <p>Identifying and classifying.</p> <p>Using observations to suggest answers to questions.</p> <p>Gathering and recording data to help in answering questions.</p>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Know the difference between seeds and bulbs.</li> <li>Design an experiment to find out what plants need to grow.</li> <li>Describe what plants need to grow and stay healthy.</li> <li>Describe the lifecycle of a plant.</li> <li>Observe and record the growth of plants over time.</li> <li>Understand that plants adapt to suit their environment.</li> </ul> <p><b>Working Scientifically</b></p> <p>Identifying and classifying.</p> <p>Observing closely, using simple equipment.</p> <p>Using observations to suggest answers to questions.</p>

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	<p>Perform simple tests.</p> <p>Gathering and recording data to help in answering questions.</p> <p><b>PSTT- Standing on the Shoulders of Giants-John Dunlop (Bouncy tyres and bouncy balls)</b></p> <p><b>Vocabulary</b></p> <p>Fabric, cardboard, squashing, stretching, bending, suitable, unsuitable, property.</p>	<p>Gathering and recording data to help in answering questions.</p> <p><b>Vocabulary</b></p> <p>Living, dead, never been alive, habitat, microhabitat, energy, food chain, healthy, predator, prey, woodland, pond, desert, seashore, ocean, rainforest.</p> <p><b>PSTT- "I can explain"- habitat pictures</b></p>	<p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Gathering and recording data to help in answering questions.</p> <p><b>Vocabulary</b></p> <p>Living, dead, never been alive, habitat, microhabitat, energy, food chain, healthy, predator, prey, woodland, pond, desert, seashore, ocean, rainforest.</p>	<p>Survival, water, air, food, growth, adult, baby, offspring, kitten, calf, puppy, exercise, hygiene, lifecycle.</p>	<p>Asking simple questions and recognising that they can be answered in different ways.</p> <p><b>Vocabulary</b></p> <p>Survival, water, air, food, growth, adult, baby, offspring, kitten, calf, puppy, chrysalis, larva, frog, frogspawn, froglet, tadpole, chick, exercise, hygiene, lifecycle.</p>	<p>Perform simple tests.</p> <p>Gathering and recording data to help in answering questions.</p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p><b>Vocabulary</b></p> <p>Seeds, bulbs water, light, suitable, temperature, grow, healthy, germinate.</p>
Art	<p><b>Explore and Draw</b></p> <p>Introducing the idea that artists can be collectors and explorers as they develop drawing and composition skills.</p>	<p><b>Music and Art</b></p> <p>Explore how we can make art inspired by the sounds we hear.</p>	<p><b>Expressive painting.</b></p> <p>Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental make making to create abstract still life images.</p>	<p><b>Stick formation Project</b></p> <p>Explore how you can transform a familiar object into new and fun forms.</p>	<p><b>Be an Architect</b></p> <p>Exploring architecture and creating architectural models.</p>	<p><b>Exploring the world through mono print.</b></p> <p>Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.</p>
DT				<p><b>Cooking and Nutrition – St.Piran's Day Cornish Fairings.</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Combine ingredients for taste and aesthetic effect.</li> <li>Work safely and hygienically.</li> <li>Follow a recipe to make food with increasing independence.</li> <li>Measure and weigh food items, using non-statutory measures e.g. spoons, cups.</li> <li>Select from a range of tools and equipment to perform practical tasks such as mixing, combining, shaping and finishing.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Basic recipes can be adapted to develop a product with a specified criterion.</li> <li>The importance of being clean, and hygienic when handling food. Good practices when preparing food.</li> <li>How to use equipment including ovens, safely and correctly.</li> </ul>	<p><b>Construction – Structures – Rapunzel's Castle</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Construct simple structures, models or other products using a range of materials.</li> <li>Explore how a structure can be made stronger, taller, stiffer, and more stable.</li> <li>Identify the suitability of materials, ensuring they are fit for purpose.</li> <li>Construct a moving part for the model using levers and sliders.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Structures can be made stronger, stiffer and more stable by using cardboard rather than paper and triangular shapes rather than squares.</li> <li>A broader base will also make a structure more stable.</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	<p><b>Materials for a purpose – Making a 3D model.</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Join appropriately for different materials and situations e.g. glue, tape.</li> <li>Mark out materials to be cut using a template.</li> <li>Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect (eg, bending wire, wrapping and gluing tissue paper)</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Properties of components and materials determine how they can and cannot be used. For example, some metal is too strong to bend but wire can be manipulated to create 3D structures and forms.</li> <li>The shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>

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				<ul style="list-style-type: none"> <li>The key stages of baking biscuits- mixing, forming, baking, cooling, decorating.</li> <li>Some ingredients change properties when cooked.</li> <li>Foods high in fat, salt and sugar should only be eaten occasionally as part of a healthy, balanced diet.</li> </ul> <p><b>Design: Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>Design a product from a detailed design criterion.</li> <li>Use pictures and words to convey what they want to design and make.</li> <li>Add notes to drawings to help explanations</li> <li>Select appropriate technique explaining First...Next...Last...</li> <li>Explore ideas by rearranging materials.</li> <li>Describe their models and drawings of ideas and intentions.</li> <li>Produce a small mock up with reclaimed materials.</li> </ul> <p><b>Evaluate: Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products.</li> <li>Talk about their designs as they develop and identify good and bad points</li> <li>Discuss how closely their finished products meet their design criteria</li> <li>Talk about changes made during the making process.</li> <li></li> </ul>	<p><b>Design: Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>Design a product from a detailed design criterion.</li> <li>Use pictures and words to convey what they want to design and make.</li> <li>Add notes to drawings to help explanations</li> <li>Select appropriate technique explaining First...Next...Last...</li> <li>Explore ideas by rearranging materials.</li> <li>Describe their models and drawings of ideas and intentions.</li> <li>Produce a small mock up with reclaimed materials.</li> </ul> <p><b>Evaluate: Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products.</li> <li>Talk about their designs as they develop and identify good and bad points</li> <li>Discuss how closely their finished products meet their design criteria</li> <li>Talk about changes made during the making process.</li> <li></li> </ul>	<p><b>Design: Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>Design a product from a detailed design criterion.</li> <li>Use pictures and words to convey what they want to design and make.</li> <li>Add notes to drawings to help explanations</li> <li>Select appropriate technique explaining First...Next...Last...</li> <li>Explore ideas by rearranging materials.</li> <li>Describe their models and drawings of ideas and intentions.</li> <li>Produce a small mock up with reclaimed materials.</li> </ul> <p><b>Evaluate: Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products.</li> <li>Talk about their designs as they develop and identify good and bad points</li> <li>Discuss how closely their finished products meet their design criteria</li> <li>Talk about changes made during the making process.</li> <li></li> </ul>
Music	<p><b>Charanga- Hands, Feet, Heart.</b></p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and</p>	<p><b>Charanga – Ho, Ho, Ho</b></p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and</p>	<p><b>Charanga – I wanna play in a band</b></p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and</p>	<p><b>Charanga – Zootime</b></p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and</p>	<p><b>Charanga – Friendship song</b></p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and</p>	<p><b>Charanga -Reflect, rewind and replay</b></p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and</p>

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	rhymes Play tuned and untuned instruments musically.  Experiment with, create, select and combine sounds using the inter-related dimensions of music.  <b>Style:</b> South African styles  <b>Topic and cross-curricular links:</b> South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.  Vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	rhymes Play tuned and untuned instruments musically.  Experiment with, create, select and combine sounds using the inter-related dimensions of music.  <b>Style:</b> Christmas, Big Band, Motown, Elvis, Freedom Songs  <b>Topic and cross-curricular links:</b> Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.  Vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	rhymes Play tuned and untuned instruments musically.  Experiment with, create, select and combine sounds using the inter-related dimensions of music.  <b>Style:</b> Rock  <b>Topic and cross-curricular links:</b> Teamwork, working together. The Beatles. Historical context of musical styles.  Vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	rhymes Play tuned and untuned instruments musically.  Experiment with, create, select and combine sounds using the inter-related dimensions of music.  <b>Style:</b> Reggae  <b>Topic and cross-curricular links:</b> Animals, poetry and the historical context of musical styles.  Vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	rhymes Play tuned and untuned instruments musically.  Experiment with, create, select and combine sounds using the inter-related dimensions of music.  <b>Style:</b> Pop  <b>Topic and cross-curricular links:</b> Being friends and the historical context of musical styles.  Vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	rhymes Play tuned and untuned instruments musically.  Experiment with, create, select and combine sounds using the inter-related dimensions of music.  <b>Style:</b> Western Classical Music and your choice from Year 2  <b>Topic and cross-curricular links:</b> Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.  Vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.
<b>MFL</b>	French – “Good Morning” and “Good afternoon”.  Bonjour  Bonne après-mid	Christmas around the world – Learning Happy Christmas in different languages.  Feliz Navidad Joyeux Noël Boun Natale Merii Kurisumasu Fröhliche Weihnachten	French – Colours  Bleu (Blue), Rouge (Red), Vert (green), Jaune (yellow), blanc (white), noir (black), Gris (grey), rose (pink), violet (purple), marron (brown) and orange (orange).	Cornish – St. Piran's Day  Saying “Good Morning”  Mytlin Da' means ‘good day’  Gool Peran Lowen! Happy St Piran's Day!  Hello - Dydh da	French – counting to ten  Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.	French -commands using the body.  Silence, regarder, écouter, s'asseoir correctement.
<b>RE</b>	Christianity  GOSPEL: What is the good news Jesus brings?	Christianity  INCARNATION: Why does Christmas matter to Christians?  Jesus as God in human form. Linked to nativity.	Judaism  Who is Jewish and how do they live?  Hanukkah	Christianity  SALVATION: Why does Easter matter to Christians?	Christianity  What makes some places sacred to believers?	Judaism  Who is Jewish and how do they live?
<b>PSHE</b>	Jigsaw - Being me in my world  Children to explain why their behaviour can impact on other people in their class.  Children to compare their own and their friends' choices and	Jigsaw -Celebrating difference  Children to explain that sometimes people get bullied because they are seen to be different. This might include	Jigsaw - Dreams and goals  Children to explain how they play a part in a group and how the parts other people play create an end product. They will be able to explain how	Jigsaw - Healthy me  Children to explain why foods are good for their body comparing their idea with less healthy choices.	Jigsaw – Relationships  Children will be able to explain why some things might make them feel uncomfortable in a relationship and compare this	Jigsaw – Changing me  Children will use the correct terms to describe parts of the body. They will explain why



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	can express why some choices are better than others.	people who do not conform to gender stereotypes.  Children to explain how it feels to have a friend and be a friend. They will be able to explain why it is okay to be different from their friends.	their skills complement each other.  Children to explain how it feels to be part of a group and identify a range of feelings about group work.	Children will compare their own and their friends' choices and will be able to express how it feels to make healthy and safe choices.	with relationships that make them feel safe and special.  The children will give examples of some different problem-solving techniques and explain how they might use them in certain situations in their relationships.	some areas of the body are private and what that means.  The children will be able to say what they like and don't like about being a girl/boy. They will discuss what it means to get older and recognise that other people may feel differently.
<b>PE</b>	Fundamentals  Gymnastics – balance, roll and locomotion on the floor  Skills Balance: Large body part balances, balances on apparatus, Balances with a partner, Front and back support.) Roll: Rocking forward roll, Crouched forward roll  Locomotion: Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn	Gymnastics – change of height and balance  Skills: Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard  Bunny hop, Front support wheelbarrow with partner, T-lever and Scissor kick  Team building.	Yoga  Target games  Skills: Improve accuracy in travelling in space and using variety of equipment for throwing, catching, hitting and striking. Play small, sided games keeping score.	Dance – link to Geography to stimulus into music and movement choices.  Invasion Games  Skills: Copy and explore basic body actions, choosing movements to make into phrases with a beginning, middle and end. -Explore movement with body control and work in pairs/small groups.	Athletics – running  Net and Wall games  Skills: Improve accuracy in travelling in space and using variety of equipment for throwing, catching, hitting and striking. Play small, sided games keeping score.	Athletics – jumping and throwing  Striking and fielding  Skills: Improve accuracy in travelling in space and using variety of equipment for throwing, catching, hitting and striking. Play small, sided games keeping score.
<b>Computing</b>	<b>Computing Systems and Networks –IT</b>  In this unit, learners will look at information technology at school and beyond, in settings such as shops, hospitals, and libraries. Learners will investigate how information technology improves our world, and they will learn about using information technology responsibly.	<b>Creating Media – Making Music</b>  In this unit, learners will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non- digitally. Learners will look at patterns and purposefully create music.	<b>Data and Information - Pictograms</b>  Learners will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.	<b>Creating media – Digital photography</b>  Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.	<b>Programming A – Robot Algorithms</b>  This unit develops pupils' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Pupils will use given commands in different orders to investigate how the order affects the outcome. Pupils will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.	<b>Programming B - Quizzes</b>  This unit initially recaps on learning from the Year 1 ScratchJr unit 'Programming B – Programming animations. Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.
<b>DRIVER 1</b>  To promote and celebrate	Revisiting “all welcome” ethos in school and diversity.	Celebrating diversity Musicians and performers	Pirates who were women!	Discuss moving into locale. Everyone welcome book and discuss migration.	Considering local traditions and stories that have different points of view.	Thinking about living things and how they are diverse.



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<p><b>diversity</b> within the school culture and beyond. An “all welcome” ethos with strong consideration for exposure to images and role models which expand the pupils experience and challenge stereotypes.</p>	<p>We will consider the continents across the world learning about the key features of each.</p>	<p>We will consider the diverse nature of the countries that make up the United Kingdom.</p> <p>We will celebrate difference and uniqueness.</p> <p>Consider the question of all welcome within the historical story of Guy Fawkes.</p>	<p>Challenging stereotypes through fiction and Non-fiction. The night pirates.</p> <p>Grace Darling</p>	<p>Understanding that not all homes look the same, but they have the same qualities.</p> <p>Consider St. Piran's day and how all were welcome within St. Piran's church.</p>	<p>Consider the diverse occupations and gender divide in historical castles.</p>	<p>Considering how change happens overtime.</p> <p>A comparison between another country and the UK to explore diversity, environment and values.</p> <p>Mugumareno Village, Zambia - Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country</p>
<p><b>DRIVER 2</b></p> <p>To promote <b>mental health</b> for all with an emphasis on <b>outdoor learning</b> and immersion in natural environment.</p>	<p>Launching with the Worrysaurus to understand how to express our worries and relieve our worries.</p> <p>Outdoor messy pictures with the use of natural and bought products to promote the benefits of being outdoors and biophilia which supports cognitive function, physical health, and psychological well-being.</p> <p>Children will explore colour, pattern, texture, line and shape in the form of the natural environment.</p>	<p>Outdoor performing arts</p> <p>Music in the environment</p> <p>Taking a sound walk to appreciate the outdoor orchestra.</p> <p>The consideration of other people's situations at Christmas, creating artwork and cards for local people who don't have family nearby.</p> <p>Children will be encouraged to express meaning using reflection and mindfulness. They will observe, investigate and consider possible answers of 'identity, experience, meaning and purpose'. They will reflect on their feelings and emotions by using their senses, exploring the outdoor environment, fostering a sense of curiosity, awe, wonder and delight.</p>	<p>Historic enquiry outdoors.</p> <p>Outdoor science explorations to allow a connection to nature.</p> <p>Children make a treasure island shape in the outdoor learning area using sticks, rope and chalk. They add objects to the island before drawing a map of it and creating a key.</p> <p>Children to become outdoor explorers. They will investigate the lives of explorers such as Jeanne Baret, Ernest Shackleton and Neil Armstrong. They will look at and learn how to use a simple map.</p>	<p>Outdoor learning in the village and local field work to build an understanding and appreciation of our local environment.</p> <p>A unit exploring storytelling through a range of outdoor learning activities. The children will use the book 'The Sneazy Dragon' to explore homes and discuss materials.</p>	<p>Outdoor visits to local mine and castles to build an understanding of traditions and historical events.</p> <p>Children to explore 'uses of everyday materials' and 'working scientifically' through a range of different outdoor activities. They will explore a different aspect of materials each week, carry out investigations, classify and sort materials and develop their observational skills.</p> <p>Allotment and polytunnel to begin growing.</p>	<p>Outdoor learning at allotment, polytunnel and field. Field work weekly.</p> <p>Children to explore a unit on mathematics in a real context, learning about their environment by identifying trees by their leaves, lighting fires, and understanding shape properties, positional language and direction.</p>
<p><b>DRIVER 3</b></p> <p>To ensure exposure for all to events and learning with high <b>cultural capital</b>, especially for the</p>	<p>Developing the children's understanding of equality and respect in the classroom where everybody is equal. We will consider the UN Rights of the child and create our own rules based around British Values.</p>	<p>Theatre performance for Christmas through outdoor learning.</p> <p>Access to valued cultural information about the different areas of the United Kingdom and vocabulary relating to this.</p>	<p>Considering that change happens, and some changes are outside of our control. To learn to identify those who are older that we respect.</p>	<p>Using our school Museum</p> <p>Creating a book based on geographical and historical studies of our local village. To understand change over time and how diverse our village is. Access local expert to help the</p>	<p>Access to valued cultural information about Britain and a contrasting country with vocabulary relating to this.</p> <p>Thinking about the Queen's reign and change.</p>	<p>Considering change and the living environment through artwork.</p> <p>Changes between Mugumareno Village, Zambia and our village</p>

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pupil premium cohort.	Expose to high level vocabulary and pre-teaching for pupils who need support with access.  Quality texts available for all pupils and books to be promoted for all.	Finding out our country, county and city.		children understand how the village has changed.	Considering how Cornwall has changed through historical events and change.	
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