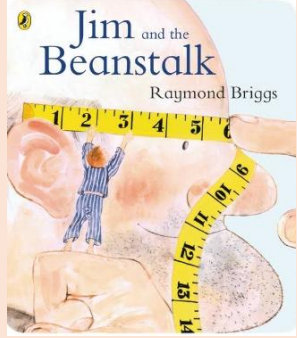
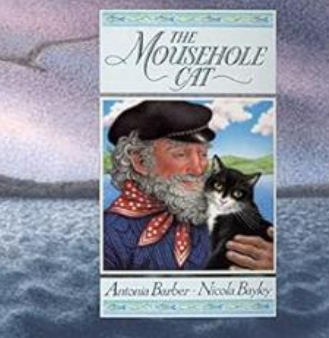
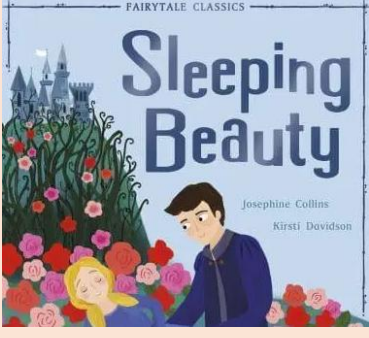
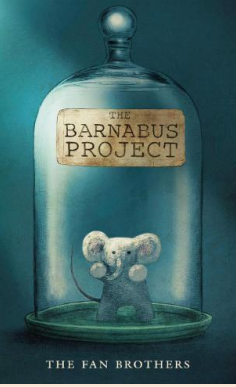


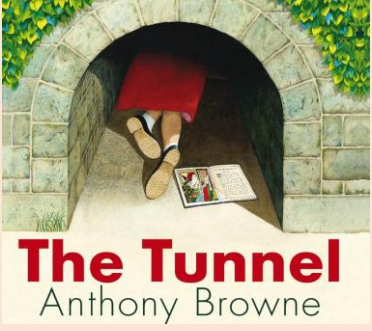
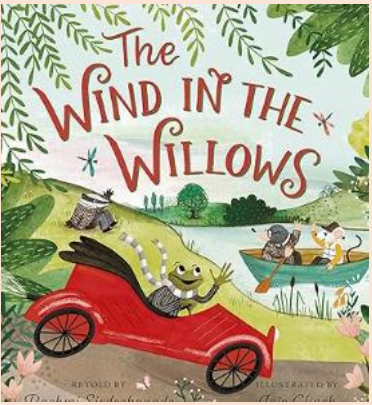
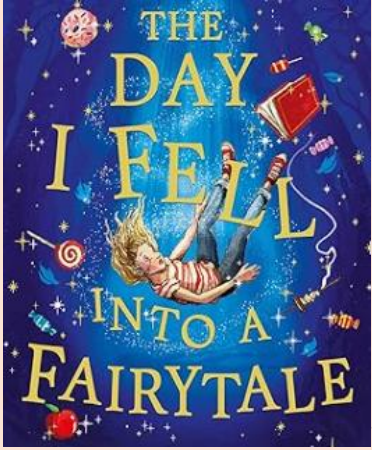
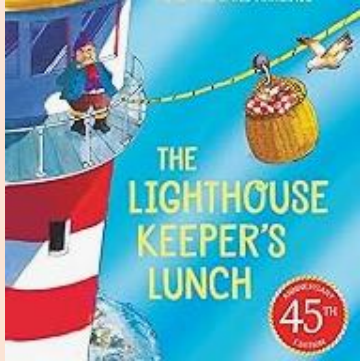
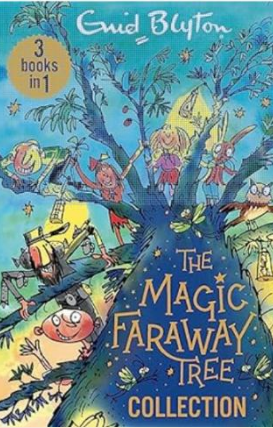
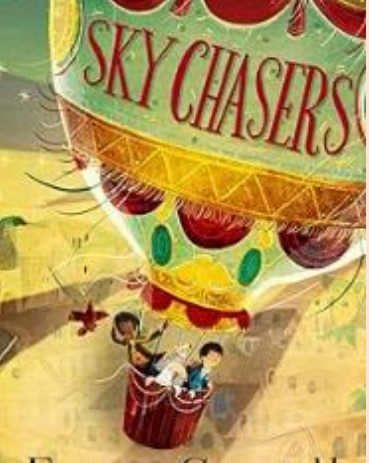
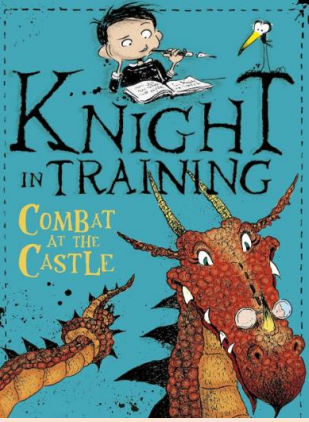




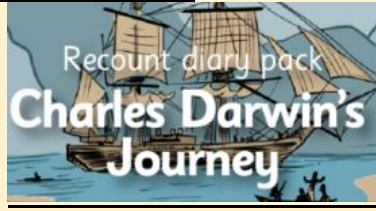



YEARLY ROLLING PROGRAMME FOR YEAR 2 BEECH CLASS

	<u>Autumn 1</u>	<u>Autumn 2 and Spring 1</u>		<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<p><u>What lives just beneath my feet?</u></p> <p>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><u>Exploring Cornish Stories and Historical Rhymes.</u></p> <p>Who was the grand old Duke of York? What happened to Guy Fawkes? Where did the Steadfast Tin Soldier go? (Europe)</p>		<p><u>Our village through time...</u></p> <p>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><u>Amazing Adventures and Risky Recues.</u></p> <p>Who are pirates? What important rescues have influenced our lives today? Are pirates historical? Where did explorers go and what did they find? (International/Global)</p>	<p><u>Cornish Castles, Fogous and Legends.</u></p> <p>What is a Fogou? Why are castles round? Where do legends come from? (locale)</p>
Key texts.	<p>Jim and the beanstalk by Raymond Briggs</p> 	<p>The Mousehole Cat by Antonio Barber</p> 	<p>Sleeping Beauty by Josephine Collins</p> 	<p>The Barnabus Project by The Fan Brothers</p> 	<p>Mrs Noah's Pockets by Jackie Morris</p>  <p>The Great Explorer by Chris Judge</p> 	<p>The Tunnel by Anthony Browne – Book</p> 
<p>Other texts for reading for pleasure or linked to our drivers.</p> <p>VIPERS *also a range of comprehensions including Grammarsaurus</p>	<p>Wind in the Willows retold by Rashmi Sirdeshpande and Jojo Clinch – 2022</p>  <p>Animal facts from Grammarsaurus Caterpillar shoes - Film</p>	<p>The day I fell into a fairy-tale by Ben Miller</p>  <p>The Mermaid of Zennor, The mice of Mousehole, The sand horse and the Mousehole cat</p> <p>The light house-film.</p>	<p>The Lighthouse keepers Lunch by Ronda and David Armitage</p> 	<p>Magical Faraway Tree by Enid Blyton</p> 	<p>Sky Chasers by Emma Carroll</p>  <p>Grace Darling Biography and diary</p> <p>Women who led the way</p>	<p>Combat at the castle: a knight in training. Book 5 Vivian French and David Melling.</p> 

<p>Writing units and outcomes</p>	<p>Expectations: Letter formation Pencil grip Writing posture Baseline Assessment – to check for these. (Know their Phase 3 phonics)</p> 	<p>Non Chronological Report: Non-chronological report</p>  <p>Final write: A NCR about bees.</p> <p>Recount – Letter:</p>  <p>Final write: Letter from Tom back to the village. (Mousehole Cat)</p>	<p>Narrative – setting description:</p>  <p>Final write: Setting description linked to The Mousehole Cat</p>	<p>Narrative - Adventure: Barnabus Project</p> <p>Final write: Alternative beginning</p> <p>Recount – Diary: Day in the Life of a Crayon diary examples.</p> <p>Final write: A trip around the village to explore historical features.</p>	<p>Recount – diary :</p>  <p>Final write: A diary inspired by the story of Grace Darling.</p> <p>Instructions:</p>  <p>Final write: How to be a pirate.</p>	<p>Narrative - Dilemma: The Tunnel – extracts looking at the different dilemmas within the story.</p> <p>Final write: Write the missing chapter (dilemma)</p> <p>Recount :</p> <p>Final write: A letter to English Heritage about their trip</p>
<p>Grammar focus</p>	<p>PVPG: Nouns – Proper and common Verbs - to be and action. Verbs – regular and irregular. Verb phrases. Single clause sentences. Pronouns Co-ordinating conjunctions to join clauses and compound subjects.</p>	<p>Non Chronological Report:</p> <p>Layout (heading, brief introduction, subheadings) Technical vocabulary Third person - formal Statements - facts Co-ordinating conjunctions (and, but, so) Subordinating conjunctions (because and if) Expanded noun phrases Adverbs/adverbials of manner Adverbs/adverbials of place Year 2 CEW Adding -s and -es to words Adding -es to nouns and verbs ending in -y</p>	<p>Narrative</p> <p>Subordinating conjunctions (because, if) Coordinating conjunctions (but, and, so) Expanded noun phrases.</p> <p>Verb phrases,(being and action)</p> <p>Compound subjects.</p>	<p>Narrative</p> <p>Subordinating conjunctions (because, if) Coordinating conjunctions (but, and, so) Expanded noun phrases.</p> <p>Verb phrases,(being and action)</p> <p>Compound subjects.</p>	<p>Recount – Biography:</p> <p>subordination (because, when, if, that or) co-ordination (but, and, or)</p> <p>Using contractions. Writing in first person. Pronouns Past tense. Expanded noun phrases Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person - formal Statements giving factual information</p> <p>Writing with our senses. Order events with cohesion.</p>	<p>Narrative:</p> <p>subordination (because, when, if, that or) and co-ordination (but, and, or) to extend sentences. Using contractions. Noun phrases. Verb phrases, being or action. Compound subjects. Expanded noun phrases</p> <p>Persuasive sentence starters. Skills: To use chronological order. Using feelings and emotions. To write in past tense and first person. Co-ordinating conjunctions Subordinating conjunctions Statements giving factual information Expanded noun phrases Adverbs/adverbials of manner Adverbs/adverbials of place</p>

YEARLY ROLLING PROGRAMME FOR YEAR 2 BEECH CLASS

<p>Oracy</p>	<p>Poetry and performance. Children will be taught the following skills with regards to speaking & listening / oracy:</p> <p>Listen and respond appropriately to others.</p>	<p>Fiction – Oracy story telling.</p> <p>Children will be taught the following skills with regards to speaking & listening / oracy:</p> <p>Listen and respond appropriately to others.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Articulate and justify answers, arguments, and opinions.</p> <p>In doing this the children will work as a group to use a familiar story and change it by adding a twist.</p> <p>Purpose: To change a familiar story adding a twist.</p> <p>They will use story maps, boxing frames and short pieces of narrative to help them remember their parts. They will perform their stories to another class.</p>			<p>Poetry – Oracy – AA Milne – Wind on the Hill</p> <p>Children will be taught the following skills with regards to speaking & listening / oracy:</p> <p>Listen and respond appropriately to others.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Articulate and justify answers, arguments, and opinions.</p>
<p>Poetry</p>	<p>Poetry Writing to entertain through National poetry day.</p> <p>Simple poem linked to the theme of National poetry day – Counting.</p> <p>Using our driver the children consider how their voice counts.</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>Poetry – Nursery rhymes</p> <p>Purpose: Performance of different nursery rhymes to focus on pace, pitch, expression and actions.</p> <p>Skill: performing using syllables.</p>	<p>Poetry- Repeating pattern poems</p> <p>Purpose: to share with Year 1 about why it is good to be different.</p> <p>Skill: using verbs and adjectives</p> <p>Conjunctions to join clauses.</p> <p>Commas in a list.</p>	<p>Poetry - List Poems</p> <p>Purpose: To make our own book on 'What I found in a explorer's pocket.'</p> <p>Skill: Using different forms of sentence, statement, question, exclamation and command.</p> <p>Using possessive apostrophes.</p>	

<p>Reading</p> <p>Other Guided reading will be undertaken to help enhance the topic and build knowledge.</p>	<p>Reading - Vocabulary, retrieval and inference.</p> <p>Using why and what questions and True or false.</p> <p>Structural organisers</p> <p>Vocabulary and meaning.</p> <ul style="list-style-type: none"> ✓ Which word tells you that...? ✓ Which keyword tells you about the character/setting/mood? 	<p>Reading – Inference</p> <p>Skimming and scanning for key information.</p> <p>Cause and effect.</p> <ul style="list-style-type: none"> ✓ How do the descriptions of show that they are ✓ How can you tell that..... ✓ What voice might these characters use? <p>Spring 1 - Prediction</p>	<p>Reading – Explanation</p> <p>Skimming and scanning for key information.</p> <p>Questioning settings and characters.</p> <p>Structural organisers.</p> <ul style="list-style-type: none"> ✓ The mood of the character changes throughout the text. 	<p>Reading – Retrieval</p> <p>Skimming and scanning for key information.</p> <ul style="list-style-type: none"> ✓ How did...? ✓ How often...? ✓ Who had...? ✓ Who is...? ✓ Who did.... 	<p>Reading – Sequence</p> <ul style="list-style-type: none"> ✓ Can you number these events 1-5 in the order that they happened? ✓ What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story?
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YEARLY ROLLING PROGRAMME FOR YEAR 2 BEECH CLASS

✓ Find a word that means the same as...	✓ What is happening now? What happened before this? What will happen after? ✓ Do you think the choice of setting will influence how the plot develops	✓ Find and copy the phrases which show this. ✓ What is the author's point of view? ✓ What affect does have on the audience?		
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Maths	<p>Number: Place value within 20</p> <p>Addition – Bridging ten</p> <p>Fluency – NCETM Mastering Number.</p>	<p>Number: Subtraction as difference</p> <p>Number: Addition and subtraction TO +/- O</p> <p>Number: Addition and subtraction TO +/- multiples of 10.</p> <p>Fluency – NCETM Mastering Number.</p>	<p>Number: Addition TO + TO</p> <p>Number: Subtraction TO - TO</p> <p>Number: Multiplication representing equal groups</p> <p>Fluency – NCETM Mastering Number.</p>	<p>Number: Multiplication – groups of 2</p> <p>Number: Multiplication – groups of 10 and 5, and factors of 1 and 0</p> <p>Number: Commutativity doubling and halving</p> <p>Fluency – NCETM Mastering Number.</p>	<p>Number - Division</p> <p>Number: Fractions</p> <p>Geometry: 2D and 3 D shapes Position and direction</p> <p>Fluency – NCETM Mastering Number.</p>	<p>Statistics</p> <p>Measures – money and time</p> <p>Measures – capacity, length/height, mass.</p> <p>Fluency – NCETM Mastering Number.</p>
History	<p>What is history?</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>Where do nursery rhymes come from?</p> <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>Nursery rhymes and historical comparisons with story.</p> <p>Think about the images shown in nursery rhymes and compare these to today's objects linked to Science and materials.</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>What does our modern digital world mean for music?</p>	<p>Changes within living and events beyond memory within the local area; Significant people; Places and events in the local area.</p> <p>(Our village and school and changes within living memory. Materials Houses and homes over time)</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. significant historical events, people and places in their own locality. 	<p>Significant historical people – Marco Polo and Grace Darling.</p> <p>(Historical focus, Marco Polo, Grace Darling, Cornwall link with lifeboats, materials)</p> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <p>Describe memories of key events in lives and develop a linear sequence.</p> <p>Know that photographs can be reconstructions and that</p>	<p>Castles and Homes.</p> <p>Identify differences between ways of life at different times relating to homes.</p> <ul style="list-style-type: none"> When was the last castle built in the UK? Who built it? What are the different rooms and areas of a castle? What would it be like to live in a castle? Why don't we live in castles today? What castles are there in Cornwall? When were they built and who built them? Who was Henry VIII and why did he build castles in Cornwall? (Remember significant information about Henry VIII) 	

YEARLY ROLLING PROGRAMME FOR YEAR 2 BEECH CLASS

			<p>Understand the village looked different in the past.</p> <p>Understand people had different homes and resources in the past.</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>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>Sequence photographs from different periods.</p> <p>Understand time can be measured in small periods and larger periods.</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 castle.</p> <p>Review</p> <p>What is history?</p> <p>What is meant by chronological?</p> <p>How do we know about the past?</p> <p>How had the village and school changed over time?</p> <p>Do you have a past?</p> <p>What is living memory?</p>	
<p>Geography</p>	<p>Locational Knowledge.</p> <p>What are maps?</p> <p>What is an ocean?</p> <p>Which continent do I live in?</p> <p>What is Europe like?</p> <p>What are features on a map?</p>	<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>Oddizzi - Hot and cold places</p> <p>What hot and cold places can you find and can you show them on a map?</p> <p>What are the features of the hot and cold places?</p> <p>Can you explore hot and cold places?</p>	<p>Locational Knowledge.</p> <p>To locate Probus, Truro and Cornwall on a map.</p> <p>Discuss the physical and humans features our village.</p> <p>Fieldwork in the local area;</p> <p><i>To know</i></p> <ul style="list-style-type: none"> <i>how make and use simple maps and plans (paper and digital) to help me investigate and compare places.</i> <i>the difference between physical and human features</i> 	<p>Geographical Skills</p> <ul style="list-style-type: none"> •Where did Captain James Cook explore? Name the Continents and Oceans. •Which countries did Marco Polo visit? Using an atlas and map to plot his journey. •What are the compass points and how can we use these to show locations? <p>Field work</p>	<p>Can the clouds help us predict if we need a coat?</p> <p>How do we classify clouds, including their height and type?</p> <p>How do we identify the clouds we can see using our own identification chart?</p> <p>Can we carry out field work over a period of time to gather data on clouds and weather patterns?</p> <p>Can we use the data to help form ideas about the clouds and weather to answer our enquiry question?</p> <p>Can we construct a presentation for Year 1 to show</p>

	How does life compare in another continent? Nigeria	What are the UK's capital cities like? What do I know about a country in the UK?	How do animals adapt to hot and cold places? Can you explore an animal and their habitat? What would you need to go on an expedition?	<p><i>of geography in the local environment</i></p> <ul style="list-style-type: none"> • <i>simple compass directions (North, South, East and West) and locational and directional language</i> • <i>how to read, use and make simple symbols on maps and diagrams (to help me find out about places and share information).</i> • <i>how to investigate the local area using fieldwork and collect data to compare places.</i> 	What is field work and how do we go on an expedition? •What would you need to take on an expedition with Christopher Columbus and Neil Armstrong?	them how to predict if they need a coat using the clouds?
Science	<p>Animals including humans – Lifecycles.</p> <ul style="list-style-type: none"> • Order the stages of the human life cycle. • Describe the stages of a human life cycle. • Identify the offspring and parent of an animal. • Explore the life cycle of a chicken. • Describe the life cycle of a butterfly. • Explore the life cycle of a frog. <p>Working Scientifically</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>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Vocabulary</p>	<p>Uses of everyday materials</p> <ul style="list-style-type: none"> • Identify different materials and their uses. • Understand how to select the right materials to build a bridge. • Explore and test stretchiness of materials. • Understand that materials can change their shape by twisting, bending, squashing or stretching. • Discover which materials change shape when making a road with John McAdam. (PSTT- Standing on the 	<p>Living things and their habitats – Habitats around the world.</p> <ul style="list-style-type: none"> • Learn about habitats. • Appreciate that environments are constantly changing. • Explore the rainforest and its problems. • Describe life in the ocean. • Discover the Artic and Antarctic habitat. • Create a model of a habitat. <p>Working Scientifically</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>Living things and their habitats.</p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead and things that have never been alive. • Identify and name a variety of plants and animals in a microhabitat. • Design a suitable microhabitat where living things could survive. • Find out what animals eat to survive. • Understand a food chain. <p>Working Scientifically</p> <p>Identifying and classifying.</p> <p>Observing closely, using simple equipment.</p> <p>Using observations to suggest answers to questions.</p>	<p>Animals including humans - Health and survival.</p> <ul style="list-style-type: none"> • Describe the needs of animals for survival. • Describe the needs of humans for survival. • Explore the importance of eating the right food. • Describe what a healthy balanced diet looks like. • Investigate the impact of exercise on our bodies. • Investigate the importance of hygiene. <p>Working Scientifically</p> <p>Using observations to suggest answers to questions.</p> <p>Identifying and classifying.</p> <p>Perform simple tests.</p> <p>Vocabulary</p> <p>Survival, water, air, food, growth, adult, baby, offspring, kitten, calf, puppy, exercise, hygiene, lifecycle.</p>	<p>Plants</p> <ul style="list-style-type: none"> • Know the difference between seeds and bulbs. • Design an experiment to find out what plants need to grow. • Describe what plants need to grow and stay healthy. • Describe the lifecycle of a plant. • Observe and record the growth of plants over time. • Understand that plants adapt to suit their environment. <p>Working Scientifically</p> <p>Identifying and classifying.</p> <p>Observing closely, using simple equipment.</p> <p>Using observations to suggest answers to questions.</p> <p>Perform simple tests.</p> <p>Gathering and recording data to help in answering questions.</p>

YEARLY ROLLING PROGRAMME FOR YEAR 2 BEECH CLASS

	Survival, water, air, food, growth, adult, baby, offspring, kitten, calf, puppy, chrysalis, larva, frog, frogspawn, froglet, tadpole, chick, exercise, hygiene, lifecycle.	<p>Shoulders of Giants)</p> <p>Working Scientifically</p> <p>Using observations to suggest answers to questions.</p> <p>Perform simple tests.</p> <p>Gathering and recording data to help in answering questions.</p> <p>PSTT- Standing on the Shoulders of Giants- John Dunlop (Bouncy tyres and bouncy balls)</p> <p>Vocabulary</p> <p>Fabric, cardboard, squashing, stretching, bending, suitable, unsuitable, property.</p>	<p>Gathering and recording data to help in answering questions.</p> <p>Vocabulary</p> <p>Living, dead, never been alive, habitat, microhabitat, energy, food chain, healthy, predator, prey, woodland, pond, desert, seashore, ocean, rainforest.</p> <p>PSTT- "I can explain"- habitat pictures</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>Vocabulary</p> <p>Living, dead, never been alive, habitat, microhabitat, energy, food chain, healthy, predator, prey, woodland, pond, desert, seashore, ocean, rainforest.</p>	<p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Vocabulary</p> <p>Seeds, bulbs water, light, suitable, temperature, grow, healthy, germinate.</p>	
Art	<p>Exploring the world through mono print.</p> <p>Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.</p>	<p>Explore and Draw</p> <p>Introducing the idea that artists can be collectors and explorers as they develop drawing and composition skills.</p>	<p>Music and Art</p> <p>Explore how we can make art inspired by the sounds we hear.</p>	<p>Stick formation Project</p> <p>Explore how you can transform a familiar object into new and fun forms.</p>	<p>Expressive painting.</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>Be an Architect</p> <p>Exploring architecture and creating architectural models.</p> <p>Portrait for end of year assessment.</p>
DT	<p>Materials for a purpose – Making a 3D model.</p> <p>Skills</p> <ul style="list-style-type: none"> Join appropriately for different materials and situations e.g. glue, tape. Mark out materials to be cut using a template. Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect (eg, bending wire, wrapping and gluing tissue paper) 			<p>Cooking and Nutrition – St.Piran's Day Cornish Fairings.</p> <p>Skills</p> <ul style="list-style-type: none"> Combine ingredients for taste and aesthetic effect. Work safely and hygienically. Follow a recipe to make food with increasing independence. Measure and weigh food items, using non-statutory measures e.g. spoons, cups. 	<p>Construction – Structures – Rapunzel's Castle</p> <p>Skills</p> <ul style="list-style-type: none"> Construct simple structures, models or other products using a range of materials. Explore how a structure can be made stronger, taller, stiffer, and more stable. Identify the suitability of materials, ensuring they are fit for purpose. Construct a moving part for the model using levers and sliders. <p>Knowledge</p>	

	<p>Knowledge</p> <ul style="list-style-type: none"> • 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. • The shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Design: Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> • Design a product from a detailed design criterion. • Use pictures and words to convey what they want to design and make. • Add notes to drawings to help explanations • Select appropriate technique explaining First...Next...Last... • Explore ideas by rearranging materials. • Describe their models and drawings of ideas and intentions. • Produce a small mock up with reclaimed materials. <p>Evaluate: Evaluating processes and products</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Talk about their designs as they develop and identify good and bad points • Discuss how closely their finished products meet their design criteria • Talk about changes made during the making process. • 			<ul style="list-style-type: none"> • Select from a range of tools and equipment to perform practical tasks such as mixing, combining, shaping and finishing. <p>Knowledge:</p> <ul style="list-style-type: none"> • Basic recipes can be adapted to develop a product with a specified criterion. • The importance of being clean, and hygienic when handling food. Good practices when preparing food. • How to use equipment including ovens, safely and correctly. • The key stages of baking biscuits- mixing, forming, baking, cooling, decorating. • Some ingredients change properties when cooked. • Foods high in fat, salt and sugar should only be eaten occasionally as part of a healthy, balanced diet. <p>Design: Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> • Design a product from a detailed design criterion. • Use pictures and words to convey what they want to design and make. • Add notes to drawings to help explanations • Select appropriate technique explaining First...Next...Last... • Explore ideas by rearranging materials. • Describe their models and drawings of ideas and intentions. • Produce a small mock up with reclaimed materials. 		<ul style="list-style-type: none"> • Structures can be made stronger, stiffer and more stable by using cardboard rather than paper and triangular shapes rather than squares. • A broader base will also make a structure more stable. • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Design: Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> • Design a product from a detailed design criterion. • Use pictures and words to convey what they want to design and make. • Add notes to drawings to help explanations • Select appropriate technique explaining First...Next...Last... • Explore ideas by rearranging materials. • Describe their models and drawings of ideas and intentions. • Produce a small mock up with reclaimed materials. <p>Evaluate: Evaluating processes and products</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Talk about their designs as they develop and identify good and bad points • Discuss how closely their finished products meet their design criteria • Talk about changes made during the making process.
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				<p>Evaluate: Evaluating processes and products</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Talk about their designs as they develop and identify good and bad points • Discuss how closely their finished products meet their design criteria • Talk about changes made during the making process. • 		
<p>Music</p>	<p>Charanga- Hands, Feet, Heart.</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 rhymes Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Style: South African styles</p> <p>Topic and cross-curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.</p> <p>Vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>	<p>Charanga – Ho, Ho, Ho</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 rhymes Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Style: Christmas, Big Band, Motown, Elvis, Freedom Songs</p> <p>Topic and cross-curricular links: Christmas. Literacy - Christmas vocabulary.</p>	<p>Charanga – I wanna play in a band</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 rhymes Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Style: Rock</p> <p>Topic and cross-curricular links: Teamwork, working together. The Beatles. Historical context of musical styles.</p> <p>Vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>	<p>Charanga – Zootime</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 rhymes Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Style: Reggae</p> <p>Topic and cross-curricular links: Animals, poetry and the historical context of musical styles.</p> <p>Vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>	<p>Charanga – Friendship song</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 rhymes Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Style: Pop</p> <p>Topic and cross-curricular links: Being friends and the historical context of musical styles.</p> <p>Vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>	<p>Charanga -Reflect, rewind and replay</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 rhymes Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Style: Western Classical Music and your choice from Year 2</p> <p>Topic and cross-curricular links: 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.</p> <p>Vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p>

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		<p>Historical context of musical styles.</p> <p>Vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>				
MFL	<p>French – “Good Morning” and “Good afternoon”.</p> <p>Bonjour</p> <p>Bonne après-mid</p>	<p>Christmas around the world – Learning Happy Christmas in different languages.</p> <p>Feliz Navidad Joyeux Noël Boun Natale Merii Kurisumasu Fröhliche Weihnachten</p>	<p>French – Colours</p> <p>Bleu (Blue), Rouge (Red), Vert (green), Jaune (yellow), blanc (white), noir (black), Gris (grey), rose (pink), violet (purple), marron (brown) and orange (orange).</p>	<p>Cornish – St. Piran's Day</p> <p>Saying “Good Morning”</p> <p>Myttin Da' means 'good day'</p> <p>Gool Peran Lowen! Happy St Piran's Day!</p> <p>Hello - Dydh da</p>	<p>French – counting to ten</p> <p>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.</p>	<p>French -commands using the body.</p> <p>Silence, regarder, écouter, s'asseoir correctement.</p>
RE	<p>Christianity</p> <p>GOSPEL: What is the good news Jesus brings?</p>	<p>Christianity</p> <p>INCARNATION: Why does Christmas matter to Christians?</p> <p>Jesus as God in human form. Linked to nativity.</p>	<p>Judaism</p> <p>Who is Jewish and how do they live?</p> <p>Hanukkah</p>	<p>Christianity</p> <p>What makes some places sacred to believers?</p>	<p>Christianity</p> <p>SALVATION: Why does Easter matter to Christians?</p>	<p>Judaism</p> <p>Who is Jewish and how do they live?</p>
PSHE	<p>Jigsaw - Being me in my world</p> <p>Children to explain why their behaviour can impact on other people in their class.</p> <p>Children to compare their own and their friends' choices and can express why some choices are better than others.</p>	<p>Jigsaw -Celebrating difference</p> <p>Children to explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes.</p> <p>Children to explain how it feels to have a friend and be a friend. They will be</p>	<p>Jigsaw - Dreams and goals</p> <p>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 their skills complement each other.</p> <p>Children to explain how it feels to be part of a group and identify a</p>	<p>Jigsaw - Healthy me</p> <p>Children to explain why foods are good for their body comparing their idea with less healthy choices.</p> <p>Children will compare their own and their friends' choices and will be able to express how it feels to make healthy and safe choices.</p>	<p>Jigsaw – Relationships</p> <p>Children will be able to explain why some things might make them feel uncomfortable in a relationship and compare this with relationships that make them feel safe and special.</p> <p>The children will give examples of some different problem-solving techniques and explain how they might</p>	<p>Jigsaw – Changing me</p> <p>Children will use the correct terms to describe parts of the body. They will explain why some areas of the body are private and what that means.</p> <p>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.</p>

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		able to explain why it is okay to be different from their friends.	range of feelings about group work.		use them in certain situations in their relationships.	
PE	<p>Fundamentals</p> <p>Gymnastics – balance, roll and locomotion on the floor</p> <p>Skills Balance: Large body part balances, balances on apparatus, Balances with a partner, Front and back support.) Roll: Rocking forward roll, Crouched forward roll</p> <p>Locomotion: Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn</p> <p>Dance – Exploring Mousehole cat.</p>	<p>Gymnastics – change of height and balance</p> <p>Skills: Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard</p> <p>Bunny hop, Front support wheelbarrow with partner, T-lever and Scissor kick</p> <p>Dance – Exploring Mousehole cat.</p> <p>Team building.</p>	<p>Yoga</p> <p>Target games</p> <p>Skills: Improve accuracy in travelling in space and using variety of equipment for throwing, catching, hitting and striking. Play small, sided games keeping score.</p>	<p>Dance – link to Geography to stimulus into music and movement choices.</p> <p>Invasion Games</p> <p>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.</p>	<p>Athletics – running</p> <p>Net and Wall games</p> <p>Skills: Improve accuracy in travelling in space and using variety of equipment for throwing, catching, hitting and striking. Play small, sided games keeping score.</p>	<p>Athletics – jumping and throwing</p> <p>Striking and fielding</p> <p>Skills: Improve accuracy in travelling in space and using variety of equipment for throwing, catching, hitting and striking. Play small, sided games keeping score.</p>
Computing	<p>Computing Systems and Networks –IT</p> <p>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.</p>	<p>Creating Media – Making Music</p> <p>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.</p>	<p>Data and Information - Pictograms</p> <p>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.</p>	<p>Creating media – Digital photography</p> <p>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.</p>	<p>Programming A – Robot Algorithms</p> <p>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.</p>	<p>Programming B - Quizzes</p> <p>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.</p>

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<p>DRIVER 1</p> <p>To promote and celebrate diversity 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>Thinking about living things and how they are diverse.</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>Celebrating diversity Musicians and performers</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>Revisiting "all welcome" ethos in school and diversity.</p> <p>We will consider the continents across the world learning about the key features of each.</p>	<p>Discuss moving into locale. Everyone welcome book and discuss migration.</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>Explorers who were women!</p> <p>Challenging stereotypes through fiction and Non-fiction. The night pirates.</p> <p>Grace Darling</p>	<p>Considering local traditions and stories that have different points of view.</p> <p>Consider the diverse occupations and gender divide in historical castles.</p>
<p>DRIVER 2</p> <p>To promote mental health for all with an emphasis on outdoor learning 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>Active Learn to be used each week to enhance outdoor learning.</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</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>Active Learn to be used each week to enhance outdoor learning.</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>Active Learn to be used each week to enhance outdoor learning.</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>Active Learn to be used each week to enhance outdoor learning.</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>Active Learn to be used each week to enhance outdoor learning.</p>

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		<p>emotions by using their senses, exploring the outdoor environment, fostering a sense of curiosity, awe, wonder and delight.</p> <p>Active Learn to be used each week to enhance outdoor learning.</p>				
<p>DRIVER 3</p> <p>To ensure exposure for all to events and learning with high <u>cultural capital</u> especially for the pupil premium cohort.</p>	<p>Considering change and the living environment through artwork.</p> <p>Changes between Mugumareno Village, Zambia and our village</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>Finding out our country, county and city.</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>Expose to high level vocabulary and pre-teaching for pupils who need support with access.</p> <p>Quality texts available for all pupils and books to be promoted for all.</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 children understand how the village has changed.</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>Access to valued cultural information about Britain and a contrasting country with vocabulary relating to this.</p> <p>Thinking about Queen Elizabeth's reign and change and what King Charles III has witnessed.</p> <p>Considering how Cornwall has changed through historical events and change.</p>