

Subject / Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p><b>Lila and the Secret of Rain</b></p> <p><b>Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>interpret and respond to a picture book.</li> <li>narrative setting, plot and characters.</li> <li>broaden understanding and use of well-chosen vocabulary</li> <li>sequence events to retell a narrative.</li> <li>write simple non-chronological reports.</li> </ul> <p><b>SPAG</b> To introduce the term <i>noun</i> To identify question/exclamation mark To coordinate some sentences using <i>and, or, but</i>; To be familiar with the idea of present tense and past tense verb forms</p>	<p><b>Leaf</b></p> <p><b>Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>To engage children with a story with which they will empathise.</li> <li>To explore themes and issues and develop and sustain ideas through discussion.</li> <li>To develop creative responses to the text through drama, storytelling and artwork.</li> <li>To write in role in order to explore and develop empathy for characters.</li> <li>To write with confidence for real purposes and audiences</li> </ul> <p><b>SPAG</b> To use a comma to separate items in a list; continue to respond to and reinforce use of start /end of sentence demarcation; apply contractions in writing e.g. <i>can't, didn't</i>.</p>	<p><b>Halibut Jackson (picture book)</b></p> <p><b>Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>develop creative responses to the text through responding to reading, drama, and artwork.</li> <li>compose a free verse poem.</li> <li>write in role in order to explore and develop empathy for a character.</li> <li>write with confidence for real purposes and audiences.</li> </ul> <p><b>SPAG</b> use and explore suffixes use subordinating conjunctions.</p> <p><b>Poetry</b></p>	<p><b>Jack and the Baked Beanstalk</b></p> <p><b>Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>re-tell the story of Jack and the Beanstalk using a story map.</li> <li>compare alternative versions of Jack and the Beanstalk.</li> <li>discuss different characters from each version.</li> <li>share knowledge and opinions of giants</li> <li>find details about settings.</li> </ul> <p><b>SPAG</b> To identify adverbs ending in -ly. To describe how verbs are done; find nouns phrases and verbs in stories and rhymes; evaluate which you like and why; to identify adverbs and put them into descriptive sentences. Recognise the use of apostrophes in contractions and possession.</p>	<p><b>Princess and the White Bear King</b></p> <p><b>Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>develop creative story ideas using artefacts</li> <li>writing persuasive arguments to develop the use of language.</li> <li>Writing a range of texts to widen the use of vocabulary; including letters, persuasive writing, postcards and posters.</li> <li>Working to stretch our use of drama, spoken language and linking it to our writing through the use of conscience alley.</li> </ul> <p><b>SPAG</b> To change selected words from present tense to past tense within a given sentence introduce and recognise an exclamation mark use prefixes.</p>	<p><b>Olga da Polga - chapter book</b></p> <p><b>Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>engage confidently with a chapter book and have the opportunity to respond to its characters, plot and themes in a range of ways.</li> <li>identify with and develop connections with key characters in order to deepen reader response and experience the pleasure that can be derived from engaging with a quality text.</li> </ul> <p><b>SPAG</b> To expand range of adverbs to include those with different endings To identify the conjunction in a sentence; and reinforce use of subordinate conjunctions To continue to identify present and past tense verb forms during shared reading and writing</p>
Maths	Place Value Addition and Subtraction	Addition and subtraction Money Multiplication	Division Shape Fractions	Fractions Statistics Time	Position and direction Reading Scales Revision SATs	Length and height Mass, capacity and temperature Consolidation
Science	<p><b>Human Survival</b></p> <p>This project teaches children about the basic needs of humans for survival, including the importance of exercise, nutrition and good hygiene. They learn how human offspring grow and change over time into adulthood.</p>	<p><b>Habitats</b></p> <p>This project teaches children about habitats and what a habitat needs to provide. They explore local habitats to identify and name living things and begin to understand how they depend on one another for food and shelter.</p>	<p><b>Use of materials</b></p> <p>This project teaches children about the uses of everyday materials and how materials' properties make them suitable or unsuitable for specific purposes. They begin to explore how materials can be changed.</p>	<p><b>Plant Survival</b></p> <p>This project teaches children about the growth of plants from seeds and bulbs. They observe the growth of plants first hand, recording changes over time and identifying what plants need to grow and stay healthy.</p>	<p><b>Animal Survival</b></p> <p>This project teaches children about growth in animals by exploring the life cycles of some familiar animals. They build on learning about the survival of humans by identifying the basic needs of animals for survival, including food, water, air and shelter.</p>	

Headcorn Primary School: Year 2 Learning Overview

Geography	<b>Let's Explore the World</b> This essential skills and knowledge project teaches children about atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Somalia. Children carry out fieldwork, collecting primary data in their locality to answer geographical questions.		<b>Coastlines</b> This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.			
History	<b>Movers and Shakers</b> This project teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.				<b>Magnificent Monarchs</b> This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns.	
R.E.	How should we care for others and the world, and why does it matter?	How and why do we celebrate special and sacred times (Judaism link)	Who is Muslim/Jewish and what do they believe?	Who is Muslim/Jewish and what do they believe?	How can we learn from scared books?	How can we learn from scared books?
Art and Design	<b>Mix It</b> This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.	<b>Still Life</b> This project teaches children about the work of significant still life artists and still life techniques. They explore a wide variety of still life and learn about the use of colour and composition. They create still life arrangements and artwork.	<b>Flower Head</b> This project teaches children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.		<b>Portraits and Poses</b> This project teaches children about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today. They use photo editing software to create royal portraits.	
D.T.	<b>Remarkable Recipes</b> This project teaches children about sources of food and tools used for food preparation. They also discover why some foods are cooked and learn to read a simple recipe. The children choose and make a new school meal that fulfils specific design criteria.		<b>Beach Hut</b> This project teaches children about making and strengthening structures, including different ways of joining materials.		<b>Cut, Stitch and Join</b> This project teaches children about fabric home products and the significant British brand Cath Kidston. They learn about sewing patterns and using a running stitch and embellishments before making a sewn bag tag.	<b>Push and Pull</b> This project teaches children about three types of mechanism: sliders, levers and linkages. They make models of each mechanism before designing and making a greetings card with a moving part.
Music	<b>Hands, Feet , Heart by Joanna Mangona</b> - A song that celebrates South African music	<b>Christmas songs</b>	<b>I Wanna Play In A Band by Joanna Mangona – a Rock song for children</b> Exploring pitch and beat through animals' topic.	<b>Zootime - A Reggae Song for Children by Joanna Mangona</b> Exploring sounds through seasons	<b>Ocarinas</b> Exploring pitch through weather	<b>Exploring performance</b> Ocarinas
P.E.	Dance 1 & hit catch and run1	Hit, catch, run 2 and gymnastics 1	Attack, defend, shoot 2 and dance 2	Attack, defend, shoot and gymnastics 2	Send and return and run, jump throw	Swimming
Computing	<b>We are researchers</b> Researching a topic	<b>We are game testers</b> Exploring how computer games work	<b>E-safety Term</b> <b>We are photographers</b> Taking better photos	<b>We are astronauts</b> Programming on screen	<b>We are detectives</b> Using Excel	<b>We are zoologists</b> Collecting data about bugs
PSHE	<b>Being Me</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>

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	<p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Rewards and consequences Our learning charter Owning our learning charter</p>	<p>Boys and girls Why does bullying happen? Standing up for myself and others Gender diversity Celebrating differences and still being friends</p>	<p>Goals to success My learning strengths Learning with others A group challenge Continuing our group challenge Celebrating our achievement</p>	<p>Being healthy Being relaxed Medicine safety Healthy eating Happy, healthy me</p>	<p>Families Keeping safe- exploring physical contact Friends and conflict Secrets Trust and appreciation Celebrating my special relationships</p>	<p>Life cycles in nature Growing from young to old The changing me Boys' and girls' bodies Assertiveness Looking ahead</p>
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