



Chantry Primary School Learning Journeys

Year 2: 2020 – 2021

| <u>Year 2</u> | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Topic | <i>All creatures great and small</i> | <i>People who help us</i> | <i>Into the woods</i> | <i>Around the world</i> | <i>Once upon a time...</i> | <i>Our world</i> |
| Trips/ special days | Exploring minibeasts (link to science) | A visit from the fire service (link to history) | Exploring the local area finding and grouping physical and human features (link to geography) | Trip to a farm and exploring food from around the world (link to science and geography) | A character day (link to English) | A trip to the beach (link to history and English) |
| Text | The first hippo on the moon. | The Jolly Postman. | The Fox and the Star. | A Necklace of Raindrops. | The Gingerbread Man. | The Lighthouse Keeper's Lunch. |
| Science | Living things and their habitats. . Explore and comparing the differences between things that are living, dead and never lived. . Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different animals and plants and how they depend on each other. . Identify and name a variety of plants and animals in their | Uses of everyday materials. . Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. . Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | Healthy living. . Describe the importance for humans of exercise, eating the right amounts of different types of foods, and hygiene. | Animals including humans. . Notice that animals including humans have offspring which grow into adults. . Find out about and describe the basic needs of animals including humans for survival. . Describe how animals obtain their food from plants and other | Plants. . Observe and describe how seeds and bulbs grow into mature plants. . Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | Introduction to forces. . To explore the forces push and pull. |

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| | habitats, including microhabitats. | | | animals, using the idea of a simple food chain and identify and name different sources of food. | | |
| Geography | <p>How does the weather affect our lives?</p> <p>Children will explore and answer these questions:</p> <ul style="list-style-type: none"> . What is the weather in our local area? . Does the weather change regularly? . Why isn't the weather the same everywhere in the world? . How does the weather change through the four seasons of the year? . Why is Antarctica the coldest place on Earth? . Who was Captain Robert Scott and what did he do? | | <p>What is the geography of where I live?</p> <p>Children will explore and answer these questions:</p> <ul style="list-style-type: none"> . What is geography all about? . Where in the United Kingdom do I live? . In which continent do I live? . What can I find in my local area? . What can I find in a city? . What is a human feature in my local area? . What is a physical feature in my local area? . What are compass directions? | <p>How does Saudi Arabia compare with where I live?</p> <p>Children will explore and answer these questions:</p> <ul style="list-style-type: none"> . In which continent do I live? . In which continent is Saudi Arabia? . How does the location of Saudi Arabia compare with where I live? . How do people's homes in Saudi Arabia compare with mine? . How does the weather in Saudi Arabia compare with the weather where I live? . How does the natural environment | | |

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| | | | | around Saudi Arabia compare with the natural environment around where I live? | | |
| History | | The Great Fire of London. <ul style="list-style-type: none"> . To explore an event beyond living memory. . To become aware of a significant individual in the past – Samuel Pepys. . To explore a significant historical event, people and place. | | | Florence Nightingale and Edith Cavell. <ul style="list-style-type: none"> . To become aware of significant individuals in the past who have contributed to national and international achievements. . To compare aspects of life in different periods. . To explore significant historical events, people and places. | Grace Darling. <ul style="list-style-type: none"> . To explore an event beyond living memory. . To become aware of a significant individual in the past – Grace Darling. . To explore a significant historical event, people and places. |
| Art and design | Collage animals inspired by the artist Eric Carle. <ul style="list-style-type: none"> . To explore work of a range of artists, craft makers and designers. . To explore techniques using colour, pattern and texture, line, shape, form and space. . To use a range of materials. | Fire drawings and 3D Tudor houses in response to the topic, The Great Fire of London. <ul style="list-style-type: none"> . To explore techniques using colour, pattern and texture, line, shape, form and space. | Designing a fox, mixing paint and making a 3D model (using clay) of an animal you would find in the woods. <ul style="list-style-type: none"> . To use drawings, paintings and sculpture. | Arabian patterns and clothing. Creating their own Arabian style t-shirt. <ul style="list-style-type: none"> . To explore work of a range of artists, craft makers and designers. | Plant pop art paintings inspired by Andy Warhol. <ul style="list-style-type: none"> . To explore work of a range of artists, craft makers and designers. . To explore techniques using colour, pattern | Designing and creating a lighthouse inspired by the text, The Lighthouse Keeper's Lunch. <ul style="list-style-type: none"> . To use drawings, paintings and sculpture. . To share their ideas, experiences and imagination. . To design and make products. |

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| | | <ul style="list-style-type: none">. To use drawings, paintings and sculpture.. To share their ideas, experiences and imagination.. To design and make products.. To use a range of materials. | <ul style="list-style-type: none">. To share their ideas, experiences and imagination.. To use a range of materials. | <ul style="list-style-type: none">. To explore techniques using colour, pattern and texture, line, shape, form and space.. To design and make products. | and texture, line, shape, form and space. | <ul style="list-style-type: none">. To use a range of materials. |
| Design Technology | To design, make and evaluate a microhabitat for a minibeast. | To design and create an advent calendar and Christmas card using flaps, sliders and pop ups. To design, make and evaluate fruit and plain scones. | To design, make and evaluate fruit kebabs. They will also discuss the importance of healthy living and eating a balanced meal. | To design and create a story box to retell the text, A necklace of Raindrops. | To design, make and evaluate a traditional tale puppet to retell a popular tale. | To design, make and evaluate a healthy wrap or sandwich inspired by the text, The Lighthouse Keeper’s Lunch. |
| Music www.charanga.com 20796 (u) eastsussex (p) | Create jungle compositions and sing harvest songs. . Use their voices expressively and creatively by singing songs and speaking chants and rhythms. . Play tuned and untuned instruments musically. . Experiment with, create, select and combine sounds using the inter-related dimensions of music. | Sing the different Nativity songs. . Use their voices expressively and creatively by singing songs and speaking chants and rhythms. | Music from around the world. . Play tuned and untuned instruments musically. . Listen with concentration and understanding to a range of high-quality live and recorded music. . Experiment with, create, select and combine sounds using the inter-related dimensions of music. | | Experiment, create and combine sounds: music to accompany traditional tales. . Play tuned and untuned instruments musically. . Experiment with, create, select and combine sounds using the inter-related dimensions of music. | Create seaside compositions. . Play tuned and untuned instruments musically. . Experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| P.E | Hockey | Dance | Gymnastics | Bat and ball games | Striking and fielding | Team games . Rounders and cricket. |

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| | . Dribbling and passing the ball. | . Rhythm and speed of movement. | . Balance and sequences. | | | |
| | Team games . Netball. | Basic skills . Throwing and catching. | Dance . Practicing for Time 2 Dance performance. | Games with simple tactics . Football (skills) | Athletics | Sports day practice |
| Computing | Purple Mash Coding | | Purple Mash Online Safety | Purple Mash Questioning | Purple Mash Creating Pictures | Purple Mash Presenting Ideas. |
| RE | Christianity . Identify special books and explain why they're important to them. . Look at the Bible and understanding why it is a holy book for Christians. . Look closely at the second part of the Bible and understanding how it relates to the life and teaching of Jesus. Also recognise that it was written after his death. <u>Christmas story</u> . Recall the story (linking to their Christmas production) and identify why certain characters are significant in the story, e.g. the donkey, angel etc. | | Relating to human and religious experiences through a range of stories. . Make links between their RE and PSHE learning. . Reflect on similarities and differences and the importance of needing to belong. . Identify differences between pride and boastfulness; and suggest ways of managing feelings of jealousy. . Identify what constitutes bullying and behaviour. <u>Easter story</u> . Recall the story and look closely at the different parts, for example Palm Sunday. | | Judaism . Reflect on the history of books, thinking about why there is still a place for them today. . Describe what the Torah scroll is and what it looks like. Also discuss how it is kept and handled. . Explain how Moses is believed to have received the Torah. . Make links between the Torah and the Christian bible. | |

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| Topic embedded PSHE | <ul style="list-style-type: none"> people and living things have needs, that they have responsibilities to meet them (including taking turns, sharing, understand need to return borrowed things) what improves and harms local, natural and built environments, some of the ways people look after them identify and respect differences and similarities between people | <ul style="list-style-type: none"> think about themselves, learn from experiences, recognise and celebrate strengths, set simple but challenging goals good and not so good feelings, vocab to describe feelings to others and strategies for managing feelings growing and changing, new opportunities and responsibilities independence brings recognise they share responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' how to contribute to the life of the classroom help construct, agree to follow, group and class rules and understand how these rules help us people and living things have needs and they have | <ul style="list-style-type: none"> what constitutes a healthy lifestyle including physical activity, rest, healthy eating, dental health recognise likes and dislikes, how to make real, informed choices that improve physical and emotional health, recognise choices have good and not so good consequences people and living things have needs and they have responsibilities to meet them what improves and harms local, natural and built environments, about some ways people look after them | <ul style="list-style-type: none"> money comes from different sources, can be used for different purposes, including concepts of spending and saving about role money plays in their lives eg how to manage money, keep it safe, choices about spending and what influences those choices <i>(in context perhaps of different countries' people's level of wealth).</i> they belong to various groups and communities identify and respect differences and similarities between people identify special people (family, | <ul style="list-style-type: none"> think about themselves, learn from experiences, recognise and celebrate strengths and set simple but challenging goals | <ul style="list-style-type: none"> change and loss and associated feelings (including moving home, losing toys, pets or friends) recognise what is fair and unfair, kind and unkind, right and wrong people and living things have needs, they have responsibilities to meet them |

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| | | <p>responsibilities to meet them</p> <ul style="list-style-type: none"> • they belong to various groups and communities eg family, school • what improves and harms local, natural and built environments, about some ways people look after them • money comes from different sources and can be used for different purposes, concepts of spending and saving • the role money plays including how to manage money, keep it safe, choices about spending, what influences those choices • See anti-bullying L.O.s also. | <ul style="list-style-type: none"> • Gender related stereotyping – possible link here. | <p>friends, carers), what makes them special and how they should care for one another</p> | | |
| Discrete PSHE | <p>Communication weeks</p> <ul style="list-style-type: none"> • how to contribute to the life of the classroom • construct, agree to follow group / class rules • understand how rules help us | <p>Anti-bullying week</p> <ul style="list-style-type: none"> • people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • recognise when people are being unkind to them or others, how to respond, who to tell, what to say • different types of teasing and bullying, these are unacceptable • how to resist teasing or bullying, if they experience or witness it, whom to | | | <p>SRE –</p> <ul style="list-style-type: none"> • difference between secrets / surprises, the importance of not keeping adults' secrets, only surprises • identify special people, what makes them special and how we should care for one another • judge what kind of physical contact is acceptable, comfortable, unacceptable/uncomfortable, how to respond (including who to tell and how to tell them) • that bodies and feelings can be hurt | <p>Transition –</p> <ul style="list-style-type: none"> • change and loss and associated feelings (eg moving home, losing toys, pets or friends) • process of growing from young to old, how people's needs change • growing, changing, new opportunities and responsibilities that independence brings |

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| | | <ul style="list-style-type: none"> go to and how to get help rules for/ ways to keep physically and emotionally safe (eg road safety, safety in the environment, e-safety, difference between secrets and surprises and understanding not to keep adults' secrets) recognise responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' people who look after them, family networks, who to go to if they are worried and how to attract attention, ways pupils can help people to look after them | | | <ul style="list-style-type: none"> (including what makes them feel comfortable and uncomfortable) names for main parts of the body (including genitalia) similarities / differences between boys and girls | |
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PSHE Running throughout via Thrive input

- communicate feelings, recognise how others show feelings and how to respond
- recognise how behaviour affects other people
- recognise what is fair and unfair, kind and unkind, right and wrong
- share opinions on things that matter and explain views through discussions with one other person and the whole class
- listen to other people, play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- offer constructive support and feedback to others
- good and not so good feelings, vocabulary to describe feelings to others and simple strategies for managing feelings
- recognise what they like and dislike, how to make real, informed choices that improve physical and emotional health, recognise that choices have good and not so good consequences
- to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals