



Chantry Primary School Learning Journey

Year 2: 2023-2024

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	<i>Fantastic Beasts</i>	<i>Cities Now & Then</i>	<i>The Streets Around Us</i>	<i>They all lived happily ever after.</i>	<i>Blooming Marvellous</i>	<i>Voyages of Discovery</i>
Proposed trips/ special days	Exploring minibeasts (link to science) Animal Encounters from Zoolab	A visit from the fire service (link to history) Re-enactment	Walk to the post office to post letters (Geography)	A character day (link to English) Historical Heroes/living Museum	Visit to Museum Marianne North	Trip to Hastings Aquarium Centre/Lifeboat Museum
English Text	Leaf	Claude in The City Toby & the Great Fire of London Katie in London	The Jolly Postman Hodgeheg	Rapunzel	The Secret Sky Garden/ Wild	The Secret of Black Rock/ The Storm Whale
Reading for Pleasure	The Lonely Beast Beegu Zog Where the Wild Things Are	Dread Cat The Clockwork Dragon Izzy Gizmo	Flat Stanley Hibernation Hotel	Jim & the Beanstalk Fairy Tale Pets	Poppy and the Blooms Bloom: Sorrel Fallowfield is growing up – in a REALLY surprising way	The Pirates Next Door Jampires Giant Jelly Jaws & The Pirates Lighthouse Keeper
Grammar	Ready to write Commas Word classes	Conjunctions Sentence types	Word classes Apostrophes	Sentence types Tenses Suffixes	Suffixes	Consolidation
Maths	Place value Addition & subtraction	Addition & subtraction Shape	Money Multiplication & division	Length & height Mass, capacity & temperature	Fractions Time	Statistics Position & direction
Science	Living things and their habitats Explore and compare 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 some animals/plants and the habitats	Uses of everyday materials Identify everyday materials. What are some of the features of these materials? Compare what makes a material suitable or unsuitable or a particular purpose. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching.		Animals including humans Find out about and describe the basic needs of animals including humans for survival. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food. Describe the importance for humans	Plants Observe and describe what happens and 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.	Living things and their habitats Explore and compare 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 some animals/plants and the habitats

	they live in. Look at how animals obtain their food and create a simple food chain.			of exercise, eating the right amounts of different types of foods, and hygiene. Notice that animals including humans have offspring which grow into adults.		they live in. Look at how animals obtain their food and create a simple food chain.
Geography	<p>How does the weather affect our lives?</p> <p>Children will explore and answer these questions: 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?</p>	<p>What is the geography of where I live?</p> <p>Children will explore and answer these questions: What is geography all about? What can I find in a city? What human features can be found in cities? What physical features can be found in a city? What are compass directions?</p>	<p>What is the geography of where I live?</p> <p>Children will explore and answer these questions: Where in the United Kingdom do I live? What can I find in my local area? What is a human feature in my local area? What is a physical feature in my local area? What are compass directions?</p>			<p>How does Australia compare with where I live?</p> <p>Children will explore and answer these questions: In which continent do I live? Where is Australia? How does the location of Australia compare with where I live? How do people's homes in Australia compare with mine? How does the weather in Australia compare with the weather where I live? How does the natural environment around Australia compare with the natural environment around where I live?</p>
History		<p>The Great Fire of London. Was the Great Fire of London a disaster? Samuel Pepys To explore an event beyond living memory. To become aware of a significant individual in the past – Samuel Pepys. To explore a significant historical events, people and place.</p>	<p>People who have helped & inspired us Florence Nightingale and Edith Cavell. Rosalind Franklin Dorothy Levitt How did make a difference? To become aware of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods. To explore significant historical events, people, places</p>	<p>People who have helped & inspired us Grace Darling James Beeching Marianne North James Cook How did make a difference? To explore an event beyond living memory. To become aware of a significant individual in the past international achievements Compare aspects of life in different periods. To explore a significant historical event, people, and places.</p>		
Art and design	<p>Collage animals inspired by the artist Eric Carle. To explore work of a range of artists, craft makers and designers. To explore techniques using colour, pattern and</p>	<p>Silhouette fire art and 3D Tudor houses in response to the topic, The Great Fire of London. To explore techniques using colour, pattern and</p>	<p>Designing a hedgehog, mixing paint and making a 3D model (using clay) of an animal you would find in the woods.</p>	<p>Abstract Expressionism Artists: Robert Rauschenberg, Jackson Pollock, Mark Rothko, Cy Twombly Media: pencil, collage</p>	<p>Water colours inspired by Monet. Plant pop art paintings inspired by Andy Warhol. To explore work of a range of artists, craft makers and designers.</p>	<p>Aboriginal patterns. Creating their own pattern. To explore work of a range of artists, craft makers and designers. To explore techniques using colour, pattern and</p>

	texture, line, shape, form, and space. To use a range of materials.	texture, line, shape, form, and space. To use drawings, paintings, and sculpture. To share their ideas, experiences, and imagination. To design and make products. To use a range of materials.	To use drawings, paintings, and sculpture. To share their ideas, experiences, and imagination. To use a range of materials.	Skills: drawing, collage, colour Key activities: Interactive art/ storytelling sessions Exploring assemblage Experimental mark making Artist in Residence	To explore techniques using colour, pattern and texture, line, shape, form and space.	texture, line, shape, form and space. To design and make products.
Design Technology	Mechanisms Wheels & Axles To design, make and evaluate a vehicle to carry Leaf.	Mechanisms Sliders & Leavers To design and create a Christmas decoration and Christmas card using levers, sliders, and pop ups.	Structures Free standing structures To design, make and evaluate a free-standing structure for a playground.	Textiles Templates & joining techniques To design, make and evaluate a traditional tale puppet to retell a popular tale.	Food Preparing Fruit & Vegetables To design, make and evaluate fruit kebabs. They will also discuss the importance of healthy living and eating a balanced meal.	Food Making a sandwich To design, make and evaluate a healthy wrap or sandwich inspired by the text, The Lighthouse Keeper's Lunch.
Music Sing-Up	Minibeasts Compose an accompaniment using tuned percussion, playing chords, and creating sound effects. Sing clearly articulated words, smoothly and together in time. Match voices accurately in a singing game. Listen to the music and create a 'minibeast'-inspired dance.	Sing the different Nativity songs Use their voices expressively and creatively by singing songs and speaking chants and rhythms.	The Friendly Robot Focusing on aspects of singing, playing, improvising, composing, and listening. Sing a syncopated melody with rhythmic precision and accompany with tuned percussion. Choreograph a robot dance and incorporate into a performance. Compose accompanying robot music using percussion and unconventional sound makers.	Creepy Castle Improvise and compose a sequence of sounds in response to a given stimulus. Sing small intervals accurately and confidently. Vary dynamic contrast. Play a piece, following a graphic score. Listen to and appraise music in a minor key, recognising small steps in the music.	Digging the garden Focusing on aspects of singing, playing, improvising, composing, and listening. Create a soundscape by choosing instruments to represent the different processes mentioned in the song. Play the instruments in sequential order whilst others act out the steps simultaneously.	My bonnie lies over the ocean Focusing on aspects of singing, playing, improvising, composing, and listening. Perform and extend a familiar song by adding actions and alternative lyrics. Make up new rhyming lyrics and incorporate them into a performance with familiar rhythms.
P.E	Team games	Gymnastics	Dance	Net and wall games	Striking and fielding game	Athletics – prep for sports day
Real P. E	Personal Coordination: Footwork	Social Gym skills:	Cognitive Dance skills:	Creative Coordination: Ball Skills	Physical Coordination:	Health and fitness Agility: Ball Chasing

	Static Balance: One Leg	Balance, travel, flight and rotation.	Shapes Solo, Partnering Shapes, Circles Solo, Partnering Circles, Artistry Abstraction and Artistry (Making)	Counter Balance: With a Partner	Sending and Receiving Agility: Reaction / Response	Static Balance: Floor Work
Computing	Computing systems and networks – IT around us To explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.	Creating media-Digital photography To recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. To use this knowledge to recognise that images they see may not be real.	Programming A – Robot algorithms To develop understanding of instructions in sequences and the use of logical reasoning to predict outcomes. To use given commands in different orders to investigate how the order affects the outcome. To learn about design in programming. To develop artwork and test it for use in a program. To design algorithms and then test those algorithms as programs and debug them.	Data and information – Pictograms To understand what data means and how this can be collected in the form of a tally chart. To learn the term ‘attribute’ and use this to help them organise data. To progress onto presenting data in the form of pictograms and finally block diagrams. To use the data presented to answer questions.	Creating media - Digital music To explore how music can make them think and feel. To make patterns and use those patterns to make music with both percussion instruments and digital tools. To create different rhythms and tunes, using the movement of animals for inspiration.	Programming B - Programming quizzes To understand that sequences of commands have an outcome and make predictions based on their learning. To use and modify designs to own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. To evaluate their work and make improvements to their programming projects.
RE	1.6 Who is Muslim and how do they live?	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? Part 2.	1.5 Why does Easter matter to Christians?	1.4 What is the ‘good news’ Christians believe Jesus brings?	1.8 What makes some places sacred to believers? (C,M)
French	Vegetables <ul style="list-style-type: none"> Name, recognise and recall from memory up to 10 vegetables in French. Attempt to spell some of these nouns with their plural article/determiner. <input type="checkbox"/> Learn and use the high frequency verb je voudrais from the verb vouloir, to want in French 		Fruit <ul style="list-style-type: none"> Name, recognise and remember up to 10 fruits in French. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in French if they like a particular fruit. Say what fruits we like and dislike in French 		Ice cream <ul style="list-style-type: none"> Name, recognise and remember up to 10 ice-cream flavours in French. Attempt to spell some of these flavours. Use the structure ‘je voudrais...’ plus an ice-cream flavour. Say whether we would like a cone or pot and possibly how many scoops. Learn how to say ‘please’ and ‘thank you’ in French. 	

Wellbeing	Brain building and shaping	Safe in the World	Healthy Body Healthy Mind
Topic embedded PSHE	NEUROPLASTICITY. GOALS: For children to understand the building of the brain and neuroplasticity OUR THREE BRAINS. For children to understand that we have different parts of	To describe some rules for keeping personal information private. To explain how passwords can be used to protect information, accounts and devices	Disease can be spread, how to protect themselves and others Body Image Sleeping Well Laundry and Cleaning Products Self-Image and Identity –

	<p>the brain that look after our body, our feelings and areas that help us to think and learn at our best.</p> <p>OUR NEEDS. For children to understand that to be at our best and to learn at our best, our body brain and feelings brain have to feel good. To know that we have three different types of needs (linked to Our Three Brains) To know that for each part of the brain we have a range of different needs. To begin to be able to name what these needs are.</p> <p>STRESS RESPONSE. For children to understand that when are needs are not met, they become stressors and we can experience a stress response. To know the different types of stress response. For children to know that we need strong neural circuits in our learning brain so that we have the 'Control Centre' skills to manage this stressor.</p> <p>HELPING PEOPLE IN A STRESS RESPONSE. For children to know how we can best help people who are experiencing a stress response.</p>	<p>To explain who I should ask before sharing things about myself or others online online</p> <p>To talk about how anyone experiencing bullying can get Help (BV – Mutual respect)</p> <p>To demonstrate how to navigate a simple webpage to get to information I need</p> <p>To recognise some ways in which the internet can be used to communicate</p> <p>Safe Touch, Asking for Help</p> <p>Secrets and surprises</p> <p>Safe and Unsafe Situations, Asking for Help</p> <p>Road safety</p> <p>Electricity Safety</p>	<p>Sun Safety</p> <p>Relationships</p> <p>My Brilliant Body</p> <p>Mental Health</p> <p>Class Connections</p> <p>Loss and Bereavement</p> <p>Recognise how they grow and change as they become older</p> <p>Naming Body Parts</p>
--	--	---	---