## **Chantry Primary School Learning Journeys** Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Торіс	All creatures great and small	People who help us	Into the woods	Around the world	Once upon a time	Our world and beyond
Trips/ special days	Exploring mini beasts	Dress up day	Mallydams Mini beasts and pond dipping	Food day Beach/local area	Character day	Beach Trip with YR?
Text	The Slightly Annoying Elephant	The Jolly Postman	The Fox and the Stars	A Necklace of Raindrops	The Gingerbread Man and other familiar tales.	The Lighthouse Keeper's lunch
Science	Habitats around the world Naming animals Comparing animals	Suitability of materials Changing materials	Healthy living Survival Basic needs of animals	Weather and affect on plants, people and environment	Healthy Living/Materials	Forces
Geography	Name and locate oceans and continents. Hot and cold areas of the world Field work		Name and locate areas. Weather Maps Endangered animals	Contrasting locality – non EU Hot and cold areas of the world Food around the world Field work Name and locate oceans and continents.		
History		The fire of London.			Lives of significant individuals – Famous authors.	Significant people within living memory. Grace Darling.
Art and design	Eric Carle artwork Collage, tissue paper layering. Environment collage.	Drawings, sketches – link to comic books (superheroes)	Paint and clay work – link to text.	Art around the world – copying art techniques from other countries.	Designing puppets of book characters. Sketching and deciding which materials to use.	

Design	Minibeast textured	Advent calendars -	Where food comes from. Food		Puppets of book	Seaside art
Technology	logy artwork - fabrics etc. flaps. around the world. Prepare		Prepare healthy	characters -		
		Christmas cards -			sewing.	
		slider, pop up.				
Music	Unit - Zootime	Christmas	Unit - World Topic - Different			Topic - Great
www.charanga.com	Harvest songs	production	music : Hands,	places		composers
			feet, heart			
P.E	Gymnastics - movement	Dance - superman song	Gymnastics - balance and sequences	Dance - to music from other cultures.	Athletics	Team games, e.g. rounders
	Team games	Basic skills - throwing and catching	Multi skills - agility and co-ordination	Games with simple tactics - football, netball (skills)	Games with simple tactics - tennis, hockey (skills)	Sports day practice
Computing	E safety School website	Animation	Roamer and Logo - exploring	Creating documents for display.	Computer coding - Kodu	
RE	Creation stories	Christmas story -Light (yr1) -Angels (yr2) Hanukah (Yr2)	Special books (Yr1) Old testament stories (yr2)	Easter story	Judaism -Jewish home -Shabbat -Synagogue	

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Topic	All creatures great and small	People who help us	Into the woods	Around the world	Once upon a time	Our world and beyond
Topic embedded PSHE	<ul> <li>people and living things have needs, that they have responsibilities to meet them (including taking turns, sharing, understand need to return borrowed things)</li> <li>what improves and harms local, natural and built environments, some of the ways people look after them</li> </ul>	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	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	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	think about     themselves, learn     from experiences,     recognise and     celebrate strengths     and set simple but     challenging goals	<ul> <li>change and loss and associated feelings (including moving home, losing toys, pets or friends)</li> <li>recognise what is fair and unfair, kind and unkind, right and wrong</li> <li>people and living things have needs, they have responsibilities to meet them</li> </ul>

identify and respect opportunities and health, safe, choices	
differences and responsibilities recognise about spending	
similarities between independence brings choices have and what	
responsibility for good choices	
keeping themselves consequences • (in context	
and others safe, • people and living perhaps of	
when to say, 'yes', things have different	
'no', 'I'll ask' and 'I'll needs and they countries'	
tell' have people's level of	
how to contribute to responsibilities wealth).	
the life of the to meet them • they belong to	
classroom • what improves various groups	
help construct, agree and harms local, and communities	
to follow, group and natural and built • identify and	
class rules and environments, respect	
understand how about some differences and	
these rules help us ways people similarities	
people and living look after them between people	
things have needs  • identify special	
and they have • Gender related people (family,	
responsibilities to stereotyping – friends, carers),	
meet them possible link what makes	
• they belong to here. them special and	
various groups and how they should	
communities eg care for one	
family, school another	
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 hourts	
including how to	
manage money, keep	
it safe, choices about	
spending, what	
influences those	
choices	
See anti-bullying	
L.O.s also.	
Discrete PSHE Communication weeks Anti-bullying week SRE –	Transition –

how to contribute to the life of the classroom     construct, agree to follow group / class rules     understand how rules help us    help us    how to contribute to the life of the classroom construct, agree to follow group / class rules  understand how rules help us	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 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'	<ul> <li>difference between secrets / surprises, the importance of not keeping adults' secrets, only surprises</li> <li>identify special people, what makes them special and how we should care for one another</li> <li>judge what kind of physical contact is acceptable, comfortable, unacceptable/ uncomfortable, how to respond (including who to tell and how to tell them)</li> <li>that bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</li> <li>names for main parts of the body (including genitalia) similarities / differences between boys and girls</li> <li>change and loss and feelings (eg moving home, losing toys, pets or friends)</li> <li>process of growing from young to old, how people's needs change</li> <li>growing, changing, new opportunities and responsibilities that independence brings</li> </ul>
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- 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