

An overview of Year 2 – What skills/knowledge are being taught? When is it being taught? How are skills/knowledge applied?

	When?	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sub	Topic	Fire, Fire	Everyday Heroes	Australia	Wild Woodlands	Ready, Steady, Grow!	Wish You Were Here!
Art	What? ?- NC	<p>Sculpture &amp; 3D Clay houses <b>Art</b> Creating a pattern by pressing into and joining pieces onto a clay tile. Key words: slip, score, pinch, clay, sculpture, negative space</p>		<p>Painting and Mixed Media <b>Life in Colour</b> To create textures to create a collage.  Artists in focus: Emily Kame Kngwarreye</p>	<p>Craft &amp; Design <b>Map it out</b> Using a map of a familiar journey as an inspiration for an abstract piece of art using many printing and joining techniques.  Artists in focus: Cecilia Vercuna</p>		
	How? - Context	<p><b>Exploring Clay/Pinch Pots</b> Using hands to shape clay and pinch pot to join clay shapes.</p> <p><b>Applying skills in clay</b> Using impressing and joining techniques to decorate a clay tile.</p> <p><b>Designing a Tile</b> Draw a design to plan the features of a house. Plan for the different art technique you will use.</p> <p><b>House Tiles</b> Using their drawings to guide them, the children will apply what they've learned about rolling, joining and pressing into clay to create their clay houses</p>		<p><b>Colour Magic</b> Identifying primary and secondary colours.</p> <p><b>Texture magic / Making textures</b> Using colours learnt from last lesson and choosing different tools to recreate a texture.</p> <p><b>Collage creation</b> Choosing and arranging materials based on colour and texture to create a collage and explain the choices made.</p> <p><b>Developing detail</b> Suggesting improvements for their work.</p>	<p><b>Creative Journey</b> Investigating the way maps can be real or imaginary; comparing features of maps as artworks; creating children's own maps in a chosen style and medium.</p> <p><b>Making Felt</b> Considering a creative brief; learning the making process for hand-made felt; creating a felt piece as part of a class artwork.</p> <p><b>Abstract Maps</b> Learning about abstract art; developing children's map drawings into stained-glass style pieces by choosing a section with interesting shapes and colours; creating an abstract work by cutting and arranging shapes.</p> <p><b>Print Possibilities</b> Developing children's map drawings into simple print designs, making and using printing tiles and exploring how to display the finished artwork. Then evaluate and compare with other's artwork.</p>		

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Computing	<i>What?</i> - NC	<p>NATIONAL CURRICULUM SKILLS TAUGHT (THE WHAT) Information Technology (KSI)</p> <p>Use technology purposefully to create digital content.</p> <p>Organise, store, manipulate and retrieve digital content.</p> <p>Create animations, including flip books, stop-motion sequences and digital animations.</p> <p>Digital Literacy (KSI)</p> <p>Use technology safely and respectfully. Keep personal information private. Identify who to go to for help when something online makes them feel worried, sad, uncomfortable or frightened.</p> <p>Understand that online identity may differ from real-life identity.</p> <p>Education for a Connected World – Self Image and Identity</p> <p>Explain that other people may present themselves differently online.</p> <p>Describe how people might alter their appearance or identity online.</p> <p>Give examples of online situations that may cause worry or upset and explain how to seek help.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private.</p> <p>Identify where to go for help when concerned about online content or contact.</p> <p>Understand safe searching, online communication and appropriate online relationships (Education for a Connected World)</p>	<p>Use technology safely and respectfully.</p> <p>Keep personal information private.</p> <p>Identify where to go for help and support when concerned about online content or contact.</p> <p>Understand that information shared online can last a long time (Online Reputation – Education for a Connected World).</p> <p>Begin to navigate simple webpages using buttons, links, and sections.</p> <p>Recognise that not all online information is true.</p> <p>Use digital tools, including green screen and iMovie, to create media with support.</p>	<p>Understand that algorithms are sets of precise instructions and that programs run by following them.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Recognise common uses of technology beyond school.</p>	<p>Information Technology</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Digital Literacy</p> <p>Use technology safely and respectfully.</p> <p>Keep personal information private.</p> <p>Know where to get help if concerned about online contact or content.</p> <p>Understand the importance of rules for safe and healthy use of technology (privacy, passwords, screen time).</p> <p>Computing Skills (Unit-specific)</p> <p>Select and use digital tools to create artwork in different styles.</p> <p>Edit photos using cropping, filters, layering and mark-up tools.</p> <p>Create digital music using composition software, including adding sound effects and recorded voice.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private, and know where to go for help if concerned about content or contact online.</p> <p>Understand copyright and ownership, including recognising that online content may belong to other people and saving work so ownership is clear (e.g. naming files)</p> <p>Use digital tools to sort and represent data using charts/diagrams (e.g. Venn/Carroll/bar/block graphs) and to create a simple branching database using yes/no questions.</p>
	<i>How?</i> - Context	<p>Children learn different ways to present ideas by exploring how animation works through flip books, digital tools and stop-motion creation. They experiment with making small changes between frames, adding sound and sequencing images to communicate meaning. The unit links to their History work on the Great Fire of London, as pupils plan and create short animated retellings using 2Animate and iPad stop-motion apps.</p> <p>Online safety is reinforced throughout, focusing on the SMART rules, online</p>	<p>Children learn how to search the internet safely and effectively using child-friendly tools such as Swiggle. They learn key online terminology, practise asking questions to guide searches, and use their findings to create a simple PowerPoint presentation.</p> <p>Alongside this, weekly SMART rule discussions build confidence in online relationships and knowing when to seek help. Skills include typing, copying and pasting, importing images and using design features. Optional green-screen tasks extend digital</p>	<p>This unit develops children's understanding of online reputation and how information posted online can last a long time. Pupils learn to navigate webpages, refine searches, and communicate safely using email. They explore digital footprints, recognise unreliable content, and discuss what to do if something online worries them.</p> <p>Building on prior green screen skills, children create weather or news reports linked to Geography using iPads and iMovie. Activities combine Purple Mash lessons, Project Evolve starters, videos and practical media-creation tasks.</p>	<p>This unit introduces coding through Purple Mash, teaching pupils how algorithms become programs and how actions, events, timers and buttons control outcomes. Children follow structured activities such as Air Traffic Control, Princess and the Frog and debugging challenges to build confidence predicting, creating and correcting code. Alongside this, weekly Project Evolve sessions develop online-bullying awareness and safe online behaviour. Augmented reality activities enrich engagement, and pupils learn to use keywords safely when searching online.</p>	<p>In this unit, children explore digital creativity through art and music software on Purple Mash. They experiment with impressionism, Mondrian-style line work, repeating patterns and surrealist collage using drawing tools, fill tools, patterns and photo-editing features such as cropping, filters and layering. They also compose music using digital instruments, adding sound effects and recording their own voices.</p> <p>Weekly SMART rule discussions support online safety, focusing on privacy, security and healthy technology habits while pupils share and comment on each other's work.</p>	<p>This unit develops children's ability to solve problems using spreadsheets and to collect, organise and present data. Pupils revisit key spreadsheet skills in 2Calculate, including using rows, columns and cells, copy/cut/paste, totalling tools and using spreadsheets to calculate costs. They also gather class data (e.g. favourite ice creams) and create a block graph from a table.</p> <p>Alongside this, children learn about copyright and ownership, practise saving work clearly, and build a simple branching database using yes/no questions.</p>

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		identity and knowing what to do if something online causes worry or discomfort.	creativity and presentation skills.				
DT	<i>What?</i> - NC		Use a range of tools, materials and components to perform practical tasks (e.g., cutting, shaping, joining and finishing). Select from and use textiles according to their characteristics. Develop, model and communicate ideas through drawings and templates. Use simple sewing techniques (e.g., threading, knotting, running stitch). Evaluate their products by discussing what worked well and what could be improved			Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. Select from and use a range of tools and equipment to perform practical tasks (cutting, grating, spreading, snipping). Generate, develop, model and communicate ideas through drawings and labelled designs. Select from and use a wide range of ingredients to create a balanced final product. Evaluate their ideas and products and suggest improvements.	Design purposeful, functional products for a given user and purpose. Generate, develop, model and communicate ideas through drawings and labelled diagrams. Select from and use a range of tools and materials according to their characteristics. Explore and use mechanisms including wheels and axles. Build structures that are stable and fit for purpose. Test and evaluate products, suggesting improvements based on what works well.
	<i>How?</i> - Context		Children learn how textiles are joined and explore sewing through practical demonstrations and guided practice. They begin by examining stitched items, then learn to thread needles, tie knots and sew a running stitch. Pupils design a simple felt pouch, cut fabric using a template, and sew pieces together before decorating with glued or stitched features. The unit emphasises accurate cutting, stitching confidence and evaluating finished products, helping children gain essential textile and hand-craft skills.			This unit teaches children how to design and make a healthy wrap using the principles of a balanced diet. Pupils begin by exploring food groups and identifying what makes a nutritious meal. They learn to handle equipment safely, practising cutting, grating, snipping and spreading. Children taste ingredient combinations, record preferences and develop design ideas. They then plan and create their own wrap, followed by evaluating taste, balance and presentation, suggesting improvements for future dishes.	In this unit, children explore mechanisms by designing and building a working Ferris wheel. They investigate how wheels and axles move, select suitable materials, and construct a sturdy frame that supports rotation. Pupils design, build and test their wheels, learning why pods must stay upright while the wheel turns. Through evaluating stability, strength and movement, children refine their designs and suggest improvements, developing an understanding of how structures and mechanisms work together in real products.

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Geography	<i>What?</i> – NC	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to describe key human and physical features. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans studied at KS1. Use aerial photographs and plan perspectives to recognise landmarks		Locational knowledge: name and locate the world's seven continents and five oceans Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  Geographical skills and fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to describe key human and physical features. Use simple compass directions (North, South, East and West) and locational/directional language. Use aerial photographs and plan perspectives to recognise landmarks and key features. Devise simple maps using basic symbols in a key. Use simple fieldwork and observational skills to study the school, its grounds and the surrounding environment.	Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use basic geographical vocabulary to describe key human and physical features. Understand geographical similarities and differences through studying a small UK area. Use world maps, atlases and globes to identify the UK, its countries and key locations. Use simple compass directions and directional language. Use aerial photographs and plan perspectives; devise simple maps with symbols in a key. Use simple fieldwork and observational skills to study the school's local environment and a contrasting location.	
	<i>How?</i> – Context	This unit develops children's understanding of the United Kingdom by revisiting and strengthening their locational knowledge of the four countries, capital cities and surrounding seas. Children use maps, aerial photographs and digital tools to explore London and compare landmarks across the UK. Activities include map work, image interpretation, landmark identification and collaborative group tasks. Learning links with their History unit on the Great Fire of London and is delivered through discussion, retrieval practice, guided exploration and practical geography skills.		This unit develops pupils' locational knowledge by naming and finding all continents and oceans before focusing on Australia. Children compare UK and Australian weather, exploring how climate links to the Equator and hemispheres. Using videos, atlases, Google Maps, aerial photos and tourist maps, pupils identify human and physical features in Townsville and Swindon. They practise simple compass directions, follow routes and describe locations. Activities build towards explaining similarities and differences between the two places and revisiting key geographical knowledge	This unit develops children's fieldwork and mapping skills through the study of the school grounds and a visit to Stanton Park. Pupils use aerial photographs, plan views and Google Maps to recognise features, create maps with keys and plan routes using directional language. They learn to use compasses to follow and describe directions. Daily weather observations build understanding of seasonal change. The fieldwork trip allows children to identify human and physical features, record observations and sketch elements of the local woodland environment.	This unit explores the coastal town of Weston-Super-Mare through mapwork, fieldwork and comparison with Swindon. Children use atlases, aerial photographs, OS maps and Google Maps to locate key human and physical features, understand the meaning of "coast," and recognise how coastal environments differ from inland towns. They learn why people visit seaside locations and plan for a fieldwork trip, where they follow maps, observe features, practise compass skills and gather sensory and sketch-based evidence. Learning concludes with presenting their geographical findings.	
History	<i>What?</i> – NC	Study events beyond living memory that are significant nationally (The Great Fire of London). Develop an awareness of the past using time-related vocabulary. Know where the people and events studied fit within a chronological framework. Identify similarities and differences between ways of life in different periods.	Study events beyond living memory that are significant nationally (Florence Nightingale). Develop awareness of the past using common time-related vocabulary. Place people and events within a chronological framework.				Changes within Living memory where appropriate these should be used to reveal aspects of change in national life.

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		Use a wide vocabulary of everyday historical terms. Ask and answer questions using stories and sources to understand key events. Understand how we find out about the past and identify different representations of it.	Identify similarities and differences between life in the past and present. Use historical terms and ask/answer questions using stories and sources. Understand how we find out about the past and recognise different representations of it.				
	<i>How?</i> - Context	This unit teaches children about the Great Fire of London through chronology, storytelling and source exploration. Pupils learn when and where the fire began, sequence key events and examine how eyewitnesses such as Samuel Pepys help us understand the past. They use images, videos, stories and historical sources to explore why the fire spread and how London changed afterwards. Lessons combine guided discussion, retrieval activities, sequencing tasks and source evaluation to build a secure understanding of this significant national event Link with English writing – recount	Children explore the historical significance of Florence Nightingale and her impact on healthcare. Children learn about the NHS, research Nightingale using sources, and compare past and present hospital conditions. Through timelines, videos and group discussion, they discover how she improved hygiene and patient care. Activities include questioning, sorting evidence, recording facts and designing a commemorative plaque. The unit builds understanding of chronology, changes over time and why key individuals are remembered.				Comparing seaside holiday in the past to now. Assess write a postcard that describes how a seaside holiday would have been like in the past.
	<i>What?</i> - NC	Recognise and name feelings, including worry, pride and responsibility. Understand rights and responsibilities within the class and school community. Contribute to class rules and understand rewards and consequences. Work cooperatively with others and understand how behaviour affects learning and relationships	Recognise and understand different types of feelings, including those linked to bullying and difference. Learn about similarities, differences and stereotypes, and understand that individuality is positive. Develop strategies to keep themselves safe, including knowing how to seek help. Understand what bullying is, how it affects others, and how to respond safely and kindly. Build positive relationships through kindness, fairness and respect for diversity.	Dreams ad Coals Develop confidence, resilience and perseverance when setting goals and working towards them. Understand the importance of collaboration, teamwork and positive relationships. Learn how to work with partners and groups respectfully, taking turns and sharing ideas. Reflect on achievements, celebrate success and recognise their own strengths. Begin to problem-solve collaboratively and communicate feelings about group work and shared outcomes	Learn about the importance of mental and physical health, including rest, exercise and healthy routines. Understand safe and unsafe use of medicines and how to keep the body healthy. Recognise which foods contribute to a balanced diet and make healthy choices. Identify and manage feelings, including stress and relaxation strategies. Understand how lifestyle choices impact wellbeing.	Understand appropriate and inappropriate forms of physical contact. Recognise what makes healthy, positive friendships and how to resolve conflict. Know that secrets can be good or bad and understand when information must be shared with a trusted adult. Identify people who are special, explain why these relationships matter and express appreciation. Learn strategies for staying safe, including knowing who to talk to if something feels wrong or worrying	Understand that all humans grow and change as part of the life cycle. Identify physical differences between boys and girls and use correct anatomical vocabulary. Understand that some parts of the body are private and how to keep them safe. Recognise different types of touch and know how to say no or ask for help if something feels uncomfortable. Develop strategies to manage change, including transitions to a new class or setting.

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Jigsaw		This unit helps children understand their feelings, responsibilities and role within the class community. Children explore worries, hopes and achievements, learn about their rights and responsibilities, and discuss how their choices lead to consequences. Learning is delivered through class discussion, circle-time activities, Calm Me practice and guided reflection using Jigsaw resources. Activities include creating worry monsters, identifying responsibilities, debating fairness, and designing posters about being ready, respectful and safe, promoting positive behaviour and cooperative learning	Children develop an understanding differences, recognising stereotypes and exploring how bullying affects others. Children discuss gender assumptions, learn what bullying is, and practise ways to stand up for themselves safely. Lessons use circle time, discussions, drama, freeze-frames and creative activities such as shield and trophy sheets. Calm Me time and Jigsaw Jo support emotional regulation. Throughout the unit, pupils celebrate uniqueness, learn to respond kindly, and understand when and how to seek help.	This unit helps children set realistic goals, recognise their strengths and persevere when learning feels challenging. Pupils explore working with partners and groups, developing teamwork, turn-taking and shared decision-making. Activities such as ladder goal-setting, discussions and creating a collaborative "dream bird" encourage communication, problem-solving and reflection. Calm Me time and Jigsaw Jo support emotional regulation throughout. Children practise celebrating success, recognising contributions and understanding how effective teamwork helps them learn and feel proud of their achievements.	This unit focuses on developing children's understanding of physical and emotional health. Pupils explore relaxation techniques, recognise stress, and learn why calmness supports wellbeing. They discuss medicines, how they work and why safety rules matter. Activities such as food-sorting, Eatwell plate work and discussions help children understand balanced diets and healthy choices. Circle-time games and reflective tasks support self-awareness, helping pupils identify nutritious foods, compare healthy and unhealthy options, and explain how to keep their bodies healthy.	This unit develops children's understanding of different types of relationships and how to keep themselves safe. Pupils learn about acceptable and unacceptable physical contact, explore friendship conflict and practise simple problem-solving techniques. They discuss secrets, distinguishing between harmless surprises and unsafe "worry secrets" that must be shared with a trusted adult. The unit ends with children expressing appreciation for special people in their lives. Activities include Calm Me time, discussions, partner-work and reflective tasks to promote emotional awareness and safety.	Children need to understand change is a natural part of growing up. Pupils explore how humans grow from young to old, learn correct names for body parts, and understand which parts are private. They discuss different types of touch and practise how to express preferences and seek help. The unit also supports emotional readiness for transition by helping children share feelings about moving to Year 3. Calm Me activities, discussion, sorting tasks and reflective work are used throughout to support confidence and wellbeing.
Music	<i>What?</i> - NC	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 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					
	<i>How?</i> - Context	<b>Exploring pulse, rhythm and pitch</b> Listening and finding a steady beat Copy back Improvisation Singing Exploring Pulse/Beat Rhythm Pitch Listening and responding to different musical styles Historical context Different Musicians Singing/Rapping words and meaning Follow a leader Movement Playing instruments Keep a steady beat Playing in a group/ensemble Improvising and listening Performing ,listening, playing singing, improvising and composing	<b>Playing in an Orchestra – What can you learn about the orchestra?</b> Listening and finding a steady beat Copy back Improvisation Singing Listening and responding to different musical styles Historical context Different Musicians Singing/Rapping words and meaning Follow a leader Movement Playing instruments Keep a steady beat Playing in a group/ensemble Improvising and listening Performing ,listening, playing singing, improvising and composing	<b>Inventing a musical story – Exploring feelings through music, loud and soft sounds.</b> Listening and finding a steady beat Copy back Improvisation Singing Listening and responding to different musical styles Historical context Different Musicians Singing/Rapping words and meaning Follow a leader Movement Playing instruments Keep a steady beat Playing in a group/ensemble Improvising and listening Performing ,listening, playing singing, improvising and composing	<b>Recognising Different Sounds – Exploring the voices and instruments used within the music in this unit to identify how and when harmony takes place.</b> Listening and finding a steady beat Copy back Improvisation Singing Listening and responding to different musical styles Historical context Different Musicians Singing/Rapping words and meaning Follow a leader Movement Playing instruments Keep a steady beat Playing in a group/ensemble Improvising and listening Performing ,listening, playing singing, improvising and composing	<b>Exploring improvisation – Using 2 or 3 notes, playing or singing, explore and have fun!</b> Listening and finding a steady beat Copy back Improvisation Singing Listening and responding to different musical styles Historical context Different Musicians Singing/Rapping words and meaning Follow a leader Movement Playing instruments Keep a steady beat Playing in a group/ensemble Improvising and listening Performing ,listening, playing singing, improvising and composing	<b>Our Big Concert – Present a choice of songs to create a performance for the Summer Concert.</b> Listening and finding a steady beat Copy back Improvisation Singing Listening and responding to different musical styles Historical context Different Musicians Singing/Rapping words and meaning Follow a leader Movement Playing instruments Keep a steady beat Playing in a group/ensemble Improvising and listening Performing ,listening, playing singing, improvising and composing

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Religious Education	<i>What?</i>	Who is a Christian and what do they believe?	Who is Jewish and what do they believe?	What can we learn from sacred books?	Ask and respond to questions about how individuals and communities celebrate special and sacred times (B1). Retell and identify key features of the Easter story and recognise how emotions change within it. Recognise symbols, practices and celebrations linked to Easter. Understand why Jewish people celebrate Passover and identify key elements of the Seder meal. Identify similarities and differences between religious celebrations such as Easter and Passover.	Find out about and respond to examples of co-operation between people who are different (C2). Explore what it means to belong to a group or community. Identify how Christians show belonging, including symbols, stories and practices. Identify how Jewish people show belonging through celebrations, symbols and shared practices. Understand how babies are welcomed into different faith communities, including Christian baptism and Islamic traditions.	Find out about questions of right and wrong and begin to express ideas and opinions in response (C3). Explore stories from the Bible that show how Christians believe people should care for others. Learn ways Jewish people show responsibility and care for others and the world. Identify that people are unique and valued, and understand why this matters. Reflect on creation stories and consider ideas about caring for the world today.
	<i>How? - Context</i>	This unit introduces children to Christian beliefs about God, Jesus and prayer. Through discussions, images, stories and a persona doll, pupils explore how Christians describe God, how the Bible guides them and why miracle stories are important. Lessons use storytelling, creative responses, group retelling, drama and reflection to build understanding. Children learn about Jonah, Jesus' miracles and the Lord's Prayer, developing ideas about belief, worship and what faith means to Christians today.	Children are introduced to key aspects of Jewish belief and practice. They explore special objects found in Jewish homes, learn about the mezuzah and the Shema, and create their own meaningful scrolls. Pupils investigate how Jewish families celebrate Shabbat, using videos and discussion to understand its importance. The unit concludes with retelling the Hanukkah story through drama and freeze-frames. Through images, storytelling and practical activities, children gain insight into Jewish life, traditions and belief in one God.	Children are introduced to sacred books, focusing on the Bible and the Torah. Pupils explore what makes a book holy, hear stories such as the Lost Sheep and David and Goliath, and discuss the messages these stories teach. Through questioning, role-play, comparisons and handling artefacts like a Torah scroll and yad, children learn how holy texts are treated with respect. They also link Jesus' teachings to school rules and everyday scenarios to understand their moral relevance.	This unit explores how and why religious communities celebrate special and sacred times. Children retell the key events of Holy Week, recognising how the Easter story moves from sadness to joy. They learn about Christian celebrations such as Palm Sunday, Maundy Thursday and Good Friday, using symbols and creative tasks to deepen understanding. Pupils compare different Easter traditions and identify what matters most to Christians. The unit concludes with learning about Passover, exploring the Seder plate and its symbolic foods.	This unit helps children understand what it means to belong to a faith community. They begin by exploring groups they belong to before learning how Christians express belonging through symbols and stories such as the Lost Son. Pupils then explore belonging in Jewish life through Shabbat and shared family practices. The unit concludes with learning how Christians and Muslims welcome new babies into their communities. Activities include discussion, artefact handling, storytelling, role-play and simple creative tasks.	Find out about questions of right and wrong and begin to express ideas and opinions in response (C3). Explore stories from the Bible that show how Christians believe people should care for others. Learn ways Jewish people show responsibility and care for others and the world. Identify that people are unique and valued, and understand why this matters. Reflect on creation stories and consider ideas about caring for the world today.
Physical Education	<i>What?</i>	<b>FUNS skills / Movement Challenges focusing on Balance, Coordination and Agility</b> Wake and shake, Gio Noodle and Dough Disco <b>Invasion games</b>	Master basic dance movements using simple patterns, shapes, levels and changes of direction.  Develop balance, control, coordination and stillness through movement.	Master basic movements including balance, agility and coordination. Develop simple gymnastic sequences combining shapes, travel, balance and controlled movements. Link movements smoothly with consideration for speed, levels and transitions. Perform sequences using apparatus safely and with control. Evaluate and improve performance through peer and self-assessment.	Master basic movements including balance, agility and coordination. Develop and perform simple sequences using gymnastic shapes with control. Link movements with changes in speed, level and direction. Perform dances using simple movement patterns, responding to rhythm and timing. Evaluate and improve performance through feedback, modelling and repetition.	Master basic movements including running, jumping, throwing and catching. Develop balance, agility and coordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Understand the importance of rules in games and follow them with growing consistency.	Master basic movements including running, jumping, throwing and catching. Develop balance, agility, coordination and control when performing movements. Apply learnt movement skills in a range of physical activities and simple competitions. Perform jumps for distance and height using correct technique.

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			<p>Perform dances using simple movement patterns with fluency and expression.</p> <p>Evaluate and improve performances by giving and receiving feedback.</p> <p>Work collaboratively to create and refine short dance sequences.</p>	<p>Perform simple sequences to an audience.</p>		<p>Apply simple attacking techniques such as dodging, and simple defending techniques such as marking.</p> <p>Choose and use space effectively during a game situation.</p>	<p>Develop running skills, including speed, posture and arm action.</p> <p>Participate in team activities and follow rules, working safely and cooperatively with others.</p>
	<i>How? – Context</i>	<p><b>Revisit Green Level (Yr. 1) teach and assess Red Level.</b></p> <p>Static balances standing, seated.</p> <p>Static balance – floor work</p> <p>Static balance- small base</p> <p>Dynamic balance</p> <p>Dynamic balance to agility</p> <p>Counterbalance in pairs</p> <p>Co-ordination – rebound receive, throwing, striking using small balls.</p> <p>Co-ordination – ball skills around body</p> <p>Agility – Ball chasing, sending and receiving a ball.</p> <p>Agility Reaction response – to receiving a ball.</p> <p><b>Throughout challenges:</b></p> <p>Identify skills needed for a particular task.</p> <p>Identify similarities between their own performance and that of someone else</p> <p>Provide encouragement and support and tell a partner what they are doing well in their performance or could be improved.</p> <p>Exploring and applying skills through given games.</p>	<p>Children’s dance skills are developed through a firework-themed whole-class performance. Pupils learn set sequences such as the Flame and Catherine Wheel, create freeze-frame shapes inspired by fireworks and gradually build a complete routine. Lessons include watching clips, modelling movements, refining timing and positions, and giving constructive feedback.</p> <p>Children work individually, in pairs and as a whole class to improve fluency and control. The unit concludes with a final performance used for assessment.</p>	<p>This unit builds on Year 1 gymnastics by developing children’s ability to create and perform sequences using key shapes, controlled balances and different types of travel.</p> <p>Pupils work individually and in pairs to link movements smoothly, add start and finish positions, and use apparatus confidently. Through modelling, feedback, video review and peer assessment, children refine fluency, control and creativity. Lessons culminate in performing a polished sequence, demonstrating improved coordination, transitions and confidence when working on apparatus.</p>	<p>This unit uses the track Eye of the Tiger to teach children how to combine gymnastic shapes, timing, control and coordinated movement within a dance-based sequence. Pupils learn to travel, balance and hold shapes in response to musical beats, gradually building a structured routine in pairs. Lessons include modelling, partner teaching, video review, feedback and rehearsals. Children refine transitions, timing and performance quality before combining all sections into a final sequence performed to an audience.</p>	<p>This unit focuses on developing children’s ball skills, coordination and tactical awareness through invasion games. Pupils learn to throw, catch, kick and pass with increasing control, applying these skills in small-sided games such as Piggy in the Middle, Tigers in the Jungle, Five-a-Side and Lineball. They begin to understand attacking and defending by using dodging, marking and choosing effective space. Through cooperative activities and rule-based games, children improve teamwork, communication and awareness of how their bodies feel during physical activity.</p>	<p>This athletics unit develops children’s fundamental movement skills through running and jumping activities. Pupils practise long jump, vertical jump and running techniques, focusing on posture, arm action, take-off and safe landing. A range of drills, games and mini-competitions help children improve coordination, balance and stamina. Lessons include peer observation, video feedback and simple challenges to support skill development. The unit builds towards participation in Sports Day activities, allowing children to apply their skills confidently in a structured competitive setting.</p>

	<i>When?</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sub	Topic	Fire, Fire	Everyday Heroes	Australia	Wild Woodlands	Ready, Steady, Grow!	Wish You Were Here!
		Invasion games taught by external coach focusing on cooperation and instruction.					
Science	<i>What?</i>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Finding out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p><b>Working Scientifically:</b> Comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.</p>	<p>Notice that animals, including humans, have offspring that grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food, air). Describe the importance of exercise, a balanced diet and good hygiene for human health. Work scientifically by asking questions, making observations, performing simple tests and gathering evidence to answer questions.</p>	<p>Explore and compare the differences between living, dead and never been alive. Identify and name a variety of plants and animals in their habitat, including microhabitats. Identify that most living things live in habitats to which they are suited and how they provide for the basic needs of different animals and plants.</p> <p><b>Working Scientifically:</b> Asking simple questions and recognising that they can be answered in different ways. Using their observations and ideas to suggest answers to questions</p>	<p>Notice that animals including humans have offspring which grow into adults. Describe the basic needs of animals, including humans for survival. Describe how animals obtain food from plants and other animals using the idea of a simple food chain.</p> <p><b>Working Scientifically:</b> Asking simple questions and recognising that they can be answered in different ways.</p> <p><b>Working Scientifically</b> Observing closely, using simple equipment. Using their observations and ideas to suggest answers to questions</p>	<p>Notice that animals, including humans, have offspring that grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (food, water, air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Describe how animals obtain their food from plants and other animals using simple food chains, identifying predators and prey. Identify and name animals and plants within habitats and explain how they depend on each other.</p>	<p>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. Understand the requirements of plants for germination, growth and survival. Observe and record plant growth over time through simple tests and comparisons. Identify how plants are suited to different habitats through their features and adaptations.</p>
	How? - Context	<p>Classify the uses of different everyday materials. Compare and explain the suitability of everyday materials in different circumstances. Use their observations, ideas and experiences to ask and answer simple questions. Suggest reasons for specific outcomes. Explain how recycling impacts positively on the environment. Explain how the inventions and discoveries of others have impacted on our lives today</p> <p>Key vocab: solid objects, squashing, bending, twisting, stretching</p> <p>Scientist Study – John Macadam</p>	<p>Children develop an understanding of human health, survival needs and healthy living. Through practical investigation, discussion and structured activities, pupils explore basic survival needs, examine how exercise affects the body, sort foods into balanced diet categories and investigate hygiene using a glitter-germ experiment. Lessons combine modelling, group enquiry, observation and simple testing to build scientific thinking. Children record ideas, predict outcomes, and reflect on how exercise, nutrition and hygiene contribute to keeping the body healthy.</p>	<p>Children develop an understanding of living, dead and never-alive things, exploring life processes and discussing examples. Pupils investigate local habitats and microhabitats through walks, sorting activities and identification tasks. They research world habitats using videos, books and information packs, learning how conditions affect survival. Children then explore interdependence by examining how plants and animals rely on each other. The unit ends with constructing food chains using images and diagrams, helping pupils understand diets, predators, prey and the flow of energy.</p>	<p>This unit teaches children how animals and plants depend on each other for survival. Pupils learn that animals need plants for food, shelter and oxygen, and explore simple food chains to show how energy passes from plants to animals. They investigate how animals grow and change over time by comparing babies with adults. Children also learn how animals meet their basic needs for air, food and water, and begin to research answers to scientific questions using simple information sources.</p> <p>Link with English writing – animal riddles</p>	<p>This unit teaches children how living things grow, survive and depend on one another. Pupils compare baby and adult animals, explore basic survival needs and learn how animals obtain food through simple food chains. They investigate how animals depend on plants for food and shelter, and practise explaining how habitats support survival. Children also identify ways humans stay healthy through exercise, diet and hygiene. Activities include sorting tasks, research questions, diagram work and creating simple food chains to show understanding.</p>	<p>This unit builds children's understanding of plant life cycles, growth and adaptation. Pupils revisit what plants need to stay healthy before exploring germination and the stages of a plant's life cycle. Through observation, discussion and simple comparative tests, children record how plants change over time. They learn how plants are adapted to different habitats such as deserts, rainforests and cold environments. Lessons include sorting activities, investigations, poster work and reflection, supporting children to use scientific vocabulary and explain their findings.</p>