

Year 2 Cycle B	Average Hours	AUTUMN TERM	SPRING TERM	SUMMER TERM			
ENGLISH	242	<ul style="list-style-type: none"> Develop spoken language at an age appropriate level, ensuring that children build on the oral language skills taught in preceding years Establish children's accurate and speedy word reading skills (Read, Write, Inc. synthetic phonics programme used throughout KS1) Ensure children listen to and discuss a wide range of stories, poems, plays and information books; inc. whole books Ensure children read frequently to increase their vocabulary, comprehension and their knowledge across the wider curriculum Learn that there is not always an obvious connection between the way a word is said and the way it is spelt, inc. different ways of spelling the same sound, the use of 'silent' letters and spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in <i>table</i> Develop motor skills so that children can write down ideas that they may be able to compose orally <p>By the beginning of Y3, children should be able to:</p> <ul style="list-style-type: none"> read books written at an age-appropriate interest level read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. write down their ideas with a reasonable degree of accuracy and with good sentence punctuation understand how writing can be different from speech spell common words correctly, including exception words and other words that they have learnt (see Appendix 1). spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology decode unfamiliar words accurately, and need very few repeated experiences of this before they can read it without overt sound-blending 					
MATHS	156	<ul style="list-style-type: none"> Number & Place Value Add & Subtract Measures Properties of Shapes 	<ul style="list-style-type: none"> Multiply & Divide Fractions Position & Direction Measures Statistics 	<ul style="list-style-type: none"> Number & Place Value Add & Subtract Measures Properties of Shapes 	<ul style="list-style-type: none"> Multiply & Divide Fractions Position & Direction Measures Statistics 	<ul style="list-style-type: none"> Number & Place Value Add & Subtract Measures Properties of Shapes 	<ul style="list-style-type: none"> Multiply & Divide Fractions Position & Direction Measures Statistics
SCIENCE	55	WHAT IF PLANTS DIDN'T MAKE SEEDS?	WHAT IF POLAR BEARS WENT TO LIVE AT THE EQUATOR?	Enquiry based Science	FOREST SCHOOL	WHAT IF YOUR HOUSE WASN'T MADE OF BRICKS?	WHAT IF YOU WERE STRANDED ON A DESERT ISLAND?
		Plants	All living things & their habitats			Uses of Everyday Materials	Animals, including Humans
		Working Scientifically					
		<ul style="list-style-type: none"> Living and non living things What plants need Growing from seeds and bulbs 	<ul style="list-style-type: none"> Habitats Early Food Chains 			<ul style="list-style-type: none"> Use of different everyday materials Classifying and grouping Changing materials by bending, etc. 	<ul style="list-style-type: none"> Exercise/healthy living What animals and humans need to survive Animals have offspring, which grow to be adults
COMPUTING	30	<p>NT Unit: Finding & Presenting Information</p> <p>~ introduction to web browsers to explore and search websites safely, collecting and presenting information in graphs, and different ways of sorting and classifying data with databases</p>	<p>NT Unit: Algorithms: Programming with ScratchJr</p> <p>~ using a block-based programming language to create animations and games. Write and debug algorithms, learn about repeating, and different triggers to create actions</p>	<p>NT Unit: Programming with Logo</p> <p>~ introduction to the written programming language of Logo. Program the on-screen robot to move and create drawings using repeat commands and procedures</p>	<p>NT Unit: An Introduction to Animation</p> <p>~ introduction to both 2D and stop frame animation and different tools for creating both</p>	<p>NT Unit: Making Multimedia Stories</p> <p>~ writing and creating stories, then bringing them to life with sound and animation</p>	<p>NT Unit: Beginning to Present</p> <p>~ introduction to making interactive linear and nonlinear presentations and quizzes</p>

ENQUIRY QUESTION	150	WHAT IF YOU MADE A BOOK ALL ABOUT YOU? ART & DESIGN Observational drawing	WHAT IF MEERKATS WENT TO LIVE AT THE NORTH POLE? GEOGRAPHY Weather in hot and cold countries	WHAT IF YOU WERE FAMOUS? HISTORY Significant Events linked to Local People	WHAT IF THERE WAS NO FIRE? HISTORY Great Fire of London & Great Fire of Newcastle	WHAT IF YOU COULD DESIGN YOUR PERFECT HOUSE? GEOGRAPHY Homes in different countries	WHAT IF YOU LIVED BESIDE THE SEASIDE? GEOGRAPHY Countries & Continents, Seas & Oceans
<i>HISTORY</i>	30		<ul style="list-style-type: none"> Changes within living memory, revealing aspects of change in national life 		<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national & international achievements 		<ul style="list-style-type: none"> Comparing aspects of lives of significant individuals in the past, who have contributed to national and international achievements in different periods
<i>GEOGRAPHY</i>	30			<ul style="list-style-type: none"> Use simple compass directions, locational and directional language, to describe the location of features and routes Recognise landmarks and basic features from aerial photographs and plans; devise a simple map; and use basic symbols in a key Use simple fieldwork and observational skills to study geography of the school and grounds and the key human and physical features of its surrounding environment. 		<ul style="list-style-type: none"> 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 	
<i>MUSIC</i>	30	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs, speaking chants and rhymes Play tuned / untuned instruments musically Listen to a range of high-quality live and recorded music with concentration and understanding Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> use voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> use voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> use voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> use voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> use voices expressively and creatively by singing songs and speaking chants and rhymes

ART & DESIGN	30	<ul style="list-style-type: none"> use a range of materials creatively to design and make products use drawing, painting and sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 					
DESIGN & TECHNOLOGY	30	<ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a range of tools and equipment to perform practical tasks, (e.g. cutting, shaping, joining and finishing) select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics explore and evaluate a range of existing products evaluate their ideas and products against design criteria build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms (e.g., levers, sliders, wheels and axles), in their products. use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. 					
RE	39	<p>What is important to you? ***** Harvest Thanksgiving</p>	<p>Festivals of Light ***** Why is light important in Judaism?</p>	<p>Why is Moses important to the Jewish people?</p>	<p>How can a book be precious? ***** Easter celebrations</p>	<p>What do Christians and Jews believe about creation?</p>	<p>What can we learn about Judaism from a synagogue?</p>
PSHE education	18	<p>New beginnings ***** Keeping Safe</p>	<p>Getting on & Falling out ***** Anti-bullying</p>	<p>Going for Goals ***** Healthy Eating & Drugs Education</p>	<p>Good to be me ***** Learning Styles (SMARTs)</p>	<p>Relationships ***** Relationships & Sex Education</p>	<p>Changes ***** Emotional Health & Wellbeing</p>
		<ul style="list-style-type: none"> take and share responsibility [e.g. for their own behaviour; by helping to make classroom rules and following them; by looking after pets well] feel positive about themselves [e.g. by having their achievements recognised and by being given positive feedback about themselves] take part in discussions [e.g. talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'] make real choices [e.g. between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly] meet and talk with people [e.g. with outside visitors such as religious leaders, police officers, the school nurse] develop relationships through work and play [e.g. by sharing equipment with other pupils or their friends in a group task] consider social and moral dilemmas that they come across in everyday life [e.g. aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues] ask for help [e.g. from family and friends, midday supervisors, older pupils, the police]. 					
PE	72	<p>Net/ wall Footwork, special awareness, movement, attack, defend</p>	<p>Invasion Passing, communication, special awareness</p>	<p>Ball skills Invasion - throwing, catching, co-ordination, running with a ball</p>	<p>Net/wall Co-ordination, striking, returning a pass</p>	<p>Multi-skills</p>	<p>Multi sports Striking & Fielding</p>
		<ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> Develop balance, agility and coordination and apply them in a range of activities 	<ul style="list-style-type: none"> Develop balance, agility and coordination and apply them in a range of activities 	<ul style="list-style-type: none"> Develop balance, agility and coordination and apply them in a range of activities 	<ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending
		<p>Dance Play - Flexibility, Control, Balance, Comparing performance, Strength, Poise, Technique, Stamina</p>	<p>Gymnastics Floor work - Flexibility, Control, Balance, Comparing performance, Strength, Poise, Technique, Stamina</p>	<p>Dance Sequencing - Flexibility, Control, Balance, Comparing performance, Strength, Poise, Technique, Stamina</p>	<p>Gymnastics Apparatus - Flexibility, Control, Balance, Comparing performance, Strength, Poise, Technique, Stamina</p>	<p>Athletics Running, jumping, throwing & catching</p>	<p>Circuit training Fitness activities, circuits, skipping challenges etc.</p>

		<ul style="list-style-type: none"> ▪ Perform dances using simple movement patterns 	<ul style="list-style-type: none"> ▪ Develop balance, agility and co-ordination and apply them in a range of activities 	<ul style="list-style-type: none"> ▪ Perform dances using simple movement patterns 	<ul style="list-style-type: none"> ▪ Develop balance, agility and co-ordination and apply them in a range of activities 	<ul style="list-style-type: none"> ▪ Master basic movement inc. running, jumping, throwing and catching - apply these in a range of activities 	<ul style="list-style-type: none"> ▪ Master basic movement inc. running, jumping, throwing and catching - apply these in a range of activities
FRENCH	18	North Tyneside scheme Unit 3 (Ma Famille)		North Tyneside scheme Unit 3 (Ma Famille) & Unit 4		North Tyneside scheme Unit 4	