

Year 2					
Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Great Fire of London	Our World	Food around the World	Famous People	Animal Survival	Castles
<p>Science- asking simple questions and recognising that they can be answered in different ways ▪ observing closely, using simple equipment ▪ performing simple tests ▪ identifying and classifying ▪ using their observations and ideas to suggest answers to questions ▪ gathering and recording data to help in answering questions.</p> <p>Geography-</p> <p>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</p> <ul style="list-style-type: none"> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 					
<p><u>Science</u> Explore and compare the differences between things that are living, dead, and things that have never been alive ▪ 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 kinds of animals and plants, and how they depend on each other</p> <p><u>DT – Mechanisms</u> Focus – Wheels and Axles</p> <p><u>ICT – we are astronauts</u> <u>History – The Great Fire Of London</u> Key Question: How do we know so much about what happened in the Great Fire Of London?</p> <ul style="list-style-type: none"> The probable cause of the Great Fire of London in 1666 What living conditions in London were like for most people in 1666 How these conditions enabled the fire to spread so quickly 	<p><u>Science</u> Identify and name a variety of plants and animals in their habitats, including micro-habitats ▪ 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.</p> <p><u>DT- taught through other subjects</u> <u>ICT – we are game testers</u> <u>History – taught through other subjects</u> <u>Geography – Where we are in the World:</u> Name and locate the 7 continents and the 5 oceans. Name, locate and identify characteristics of the four nations and capital cities of the UK and its surroundings seas. Use basic geographical vocabulary to refer to key physical and human features. Use world maps and atlases</p>	<p><u>Science</u> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (lungs and heart) <u>DT – Where in the world does our food come from?(worldwide)</u> use the basic principles of a healthy and varied diet to prepare dishes ▪ understand where food comes from. <u>ICT – we are photographers</u> <u>History – taught through other subjects</u> <u>Geography- Hot and Cold places:</u> Name and locate the world’s seven continents and five oceans To identify the location of hot and cold places in the world in relation to the Equator and the North/South Poles. Identify daily and seasonal weather patterns in the UK. Use world maps and atlases to identify the UK as well as</p>	<p><u>Science</u> 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. <u>DT- taught through other subjects</u> <u>ICT – we are researchers</u> <u>History- Famous People</u> Key Question: Who is the greatest History maker? Compare the lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods and how the accomplishments of these people compare with each other: Martin Luther King, Rosa Parks, Mary Seacole and Florence Nightingale, Grace Darling</p> <ul style="list-style-type: none"> Why Guy Fawkes can be considered a significant person in history 	<p><u>Science</u> 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 (water, food and air) <u>DT – Textiles</u> Focus – Templates and Joining techniques <u>ICT – we are detectives</u> <u>History – taught through other subjects</u> <u>Geography- Comparing Leicester to Chembakoli:</u> -Name and locate the 7 continents and five oceans. - Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country. -To identify the key physical and human features. Use world maps and atlases to identify the UK as well as countries, continents and</p>	<p><u>Science</u> 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. <u>DT – taught through other subjects</u> <u>ICT – we are zoologists</u> <u>History- Castles</u> Key Question: Why were castles so important to the Normans?</p> <ul style="list-style-type: none"> Who William Duke of Normandy and the Normans were. Why William invaded England in 1066. Why the Bayeux Tapestry is such an important historical artefact and source for the invasion. The features of Motte

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<ul style="list-style-type: none"> Some of the main events that occurred during the fire The main effects of the fire on the city The distinction between primary and secondary sources of evidence of the fire Why some sources of evidence of the fire are more reliable and trustworthy than others Who Samuel Pepys was and why his diary is an important source of primary evidence of the fire The main actions that were taken to control the fire Why the fire took so long to extinguish What might have been done to control the fire earlier 	<p>to identify the UK as well as countries, continents and oceans.</p> <p><u>Art</u> – Mexican folk art to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><u>Music</u> – LSMS SoW Year 2 Unit 4 – Pitch</p> <p><u>PE</u> – Dance Perform dances using simple movement patterns. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p><u>PSHE</u> – Celebrating Difference</p>	<p>countries, continents and oceans.</p> <p><u>Art</u> - taught through other subjects</p> <p><u>Music</u> – LSMS SoW Year 2 Unit 5 – Technology, Structure and Form</p> <p><u>PE</u> – Gym Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p><u>PSHE</u> – Dreams and Goals</p> <p><u>RE</u> – Can we find the meaning in Symbols (see Leicester agreed syllabus for objective)</p>	<ul style="list-style-type: none"> Which they consider having made the most significant contribution as a ‘history maker’ What perspective means when it comes to judging people and events in history <p><u>Geography</u>- taught through other subjects</p> <p><u>Art</u> – Kandinsky To use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><u>Music</u> – LSMS SoW Year 2 Unit 5 – Technology, Structure and Form</p> <p><u>PE</u> – Games – Dribbling, Kicking and Hitting Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin</p>	<p>oceans.</p> <p><u>Art</u> - taught through other subjects</p> <p><u>Music</u> – LSMS SoW Year 2 Unit 6 – 20th Century Music</p> <p><u>PE</u> – Gym Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p><u>PSHE</u> – Relationships</p> <p><u>RE</u> – Taught through other subjects</p>	<p>and Bailey castles.</p> <ul style="list-style-type: none"> How Norman castles changed after William gained control of England. The purpose of Norman stone castles. Why Hereward the Wake presented a threat to Norman rule in England. How society was organised in medieval times – knights, nobles, commoners and serfs. Why a relatively small number of Normans were able to subdue and rule England for three hundred years. Why Norman castles today are such a popular tourist and visitor attraction <p><u>Geography</u>-taught through other subjects</p> <p><u>Art</u> – sculpture To use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern,
<p><u>Geography</u> – taught through other subjects</p> <p><u>Art</u> – taught through other subjects</p> <p><u>Music</u> – LSMS SoW Year 2 Unit 4 – Pitch</p> <p><u>PE</u> – Games – Throwing and Catching</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as 					

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<p>well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending <p>PSHE – Being Me in the World</p> <p>RE – Visiting a place of worship-Church Trip (see Leicester agreed syllabus for objective)</p>		<p>RE – The beginning of the world / creation stories (see Leicester agreed syllabus for objective)</p>				<p>to apply these in a range of activities</p> <ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending <p>PSHE – Healthy Me</p> <p>RE – Taught through other subjects</p>				<p>texture, line, shape, form and space</p> <ul style="list-style-type: none"> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>(TRIP – Burleigh House)</p> <p>Music – LSMS SoW Year 2 Unit 6 – 20th Century Music</p> <p>PE – Games – Bat and Ball Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending <p>PSHE – Changing Me</p> <p>RE – Beginning to learn about Sikhs (see Leicester agreed syllabus for objective)</p>	
Science	DT	ICT	History	Geography	Art	Music	PE	PSHE	RE		