English	Maths
Fiction: 'Lonely Beast' by Chris Judge 'The Disgusting Sandwich' by Gareth Edwards **Non-Fiction:** Instructional texts. **Poetry:** 'The Puffin Book of Fantastic First Poems' ed. June Crebbin	*Maths planning is based on the Collins 'Busyant' scheme of work.*

Science	Computing	History
Key Question/Theme *Uses of Everyday Materials*	**Key Question/Theme:** *Online Safety & Programming*	**Key Question/Theme:** *Who was the greatest explorer of all time?*
Key Skills: • Performing simple tests • Identifying and classifying different materials. • Using observations and ideas to suggest answers to questions. • Gathering and record data to help in answering questions. • Identifying and comparing the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses. • Comparing how things move on different surfaces. • Finding out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	**Key Skills:** • Understanding what **algorithm**s are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • creating and **debuggin** simple programs • Using logical reasoning to predict the behaviour of simple programs. • Using technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**Key Skills:** • Devising questions • Finding similarities and differences and interpreting historical sources. • Understanding how our knowledge of the past is constructed from historical sources • Using chronological knowledge by applying correct spaces on a timeline.

PSHE	RE	Design & Technology
Key Question/Theme: *Health and Well-being*	**Key Question/Theme** *Special Foods (Autumn 1 & 2)*	**Key Question/Theme:** *Healthy Sandwiches*
Overall Objectives: • **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (within relationships, work-life, exercise and rest, spending and saving and diet) • **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes) • **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these) • **Diversity** and **equality** (in all its forms) • **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings) • **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)	**Key Skills:** • Identifying how religion and belief is expressed in different ways. • Identifying the possible meanings of symbols and other forms of religious expression. • Recognising similarities and differences in features of religions and beliefs. • Asking questions about their own and others' feelings and experiences.	**Key Skills:** • Designing purposeful, functional, appealing products for themselves and other users based on design criteria. • Exploring and evaluating a range of existing products. • Evaluating their ideas and products against design criteria. • Using the basic principles of a healthy and varied diet to prepare dishes. • Understanding where food comes from.

Music	French	PE
Key Question/Theme: *(Taught by a specialist music teacher)*		**Key Question/Theme:** *Multi-Skills* *(Specialist Teacher)*
Key Skills: • Using voices expressively and creatively by singing songs and speaking chants and rhymes. • Playing tuned and untuned instruments musically. • Listening with concentration and understanding to a range of high-quality live and recorded music. • Experimenting with, creating, selecting and combining sounds using the inter-related dimensions of music.	*French is not taught in Year 2*	**Key Skills:** • Mastering 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 • Participating in team games, developing simple tactics for attacking and defending • Performing dances using simple movement patterns.

Spiritual, Moral, Social and Cultural Development

Spiritual
- **Experiencing fascination, awe and wonder:**
  Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- **Exploring the values and beliefs of others:**
  Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- **Understanding human feelings and emotions:**
  Is shown by pupils' willingness to reflect on their experiences.
- **Using imagination and creativity in learning:**
  Is shown by pupils' use of imagination and creativity in their learning.

Moral
- **Investigating moral values and ethical issues:**
  Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues.
- **Recognising right and wrong and applying it:**
  Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- **Understanding the consequences of actions:**
  Is shown by pupils' understanding of the consequences of their actions.

Social
- **Developing personal qualities and using social skills:**
  Is shown by pupils' used of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- **Participating, cooperating and resolving conflict:**
  Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- **Understanding how communities and societies function:**
  Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural

- **Exploring, understanding and respecting diversity:**
  Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, nationals and global communities.
- **Participating in and responding to cultural activities:**
  Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- **Understanding and appreciating personal influences:**
  Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.

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