

Rokesly Infant School Curriculum Progression Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Title	Keeping Healthy	Fire Of London	Journeys	Green Spaces	Iron Man	Islands
Essential skills	Respectful communicator	Team Worker	Explorer	Active Participator	Critical Thinker	Independent Learner
English	Recount Story writing Poetry	Focus text: A New Home For A Pirate Traditional tales Non-fiction writing	Focus text: Jack's Fantastic Voyage Non-fiction Story writing	Focus Text: John Burningham books Poetry	Focus text: The Ironman	Story writing Recounts
Maths	Place Value numbers to 100 Addition and subtraction	Money Multiplication and division	Multiplication and division Statistics Length and height	Properties of shape Fractions	Position and directions Time Weight, volume and temperature	Consolidation efficiency and problem solving
Science	Health & Growth To describe the importance of exercise, nutrition and hygiene.	Materials – identify and compare the suitability of a variety of everyday materials. Find out how materials can be changed by twisting, squashing, bending, stretching	Observing how bulbs grow into mature flowers Know that animals have offspring which grow into adults (animals & young) Life cycles	Plants & Animals in the Local Environment Observing how bulbs grow into mature flowers. To learn about what plants need to grow.	SATS	Animals - To learn about the Basic needs of animals for survival (food, water, air) Food chains
Computing	Online safety General computing skills	Online safety Algorithms and programming	Online Safety Coding and debugging	Online Safety General computing skills	Online Safety General Computing skills /Digital Literacy	Online Safety Word Processing
Design and Technology	Food Technology Use the basic principles of a healthy and varied diet to prepare dishes. Where food comes from.	Design, make and evaluate an outer garment for a teddy to keep him dry. (Linked to Science materials) Textiles	Design for purpose. Design, make and evaluate a parachute			Design, make and evaluate an animal puppet. (different ways to join/create movement) Simple mechanisms
History		How do we know about The Great Fire Of London?	History of transport Key figures and journeys they take e.g. Amy Johnson			

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Year 2

		Key figures - Samuel Pepys, Charles II - and events	Visit: Cutty Sark and Science museum			
Geography	Maps. Knowing how places are linked using where food comes from		Continents /Oceans	Local Area study and fieldwork – focusing on investigating different parks.		Understand geographical similarities and difference through studying the human and physical geography of a small area of the UK and contrasting it to an island e.g. NZ. Using geo voc.
Art and Design	Observational drawings of fruit/veg. Artist Focus - Cezanne Portraits – draw, paint Fire of London paintings		Focus artist – Howard Hodgkin Compare works by different artists - Trees Charcoal drawings based on photographs Shape, form and space		Line Drawings, charcoal drawing, comic books based on the Iron man Linked to themed week – Take one Picture Techniques in pattern and texture	
RE	<p>Judaism</p> <ol style="list-style-type: none"> 1. To learn the names of some important places and objects connected with the Jewish faith. 2. To find out about days and times important to the Jewish faith. 3. To find out about the synagogue as a place of worship. 4. To know that the Torah is the holy book of the Jews and must be treated with special care. 	<p>Christianity</p> <ol style="list-style-type: none"> 1/2 To enjoy stories from the Christian faith and discuss what they teach Christians. (David and Goliath, Moses and the Red Sea) 3. To know about important Christian ceremonies eg baptisms, marriage and funerals. 4. To be aware that Christians believe in Jesus and one God. (Tell Jesus' first miracle – Wedding at Cana) 5. To know that Christians believe in equality. 6. To understand that Christmas is important to Christians because they celebrate the birth of Jesus. (Act out the Nativity) 	<p>Sikhism</p> <ol style="list-style-type: none"> 1.To know that Sikhs believe in one God the creator of all things. To know that Sikhs believe all humans are equal before God and are respectful of other faiths. 2. To know that Sikhs worship in the home. 3. To know that the place of worship is the Gurdwara. 4. To know that the sacred book for Sikhs is the Guru Granth Sahib. 5. To know and understand the symbols of belonging – uncut hair, turban. 6. To draw about comparisons between Sikhism and other faiths. 	<p>Hinduism</p> <ol style="list-style-type: none"> 1. To know that Hindus believe in one god who is represented in different forms. (deities) ie Shiva, Vishnu, Rama, Ganesh 2. To know that the story of Rama and Sita is told by Hindus at the festival of Diwali. (Hindus also worship Rama, Lakshmi, Ganesh.) 3. To know some ways Hindus celebrate Diwali. (Sending cards, sharing food, lighting divas, giving gifts, visiting others / welcoming guests) 4. To know that Hindus worship at the temple (Mandir) or at home where they have a special place called a shrine (with a picture of a deity.) 5. To know hospitality is important to Hindus / ways that people are welcomed. (ie. Namaste) 	<p>Buddhism</p> <ol style="list-style-type: none"> 1. To know what is right and what is wrong behaviour and how these relate to living in groups. 2.)Talk about the 10 commandments and their importance for Christians. 3. To know the key features and objects related to the Buddhist faith. 4. To understand the right and wrong in relation to Buddhist teaching (Read "The King's Elephant") 5. To have an understanding of the interdependence of the sangha and the lay community in the Buddhist faith. 	<p>Islam</p> <ol style="list-style-type: none"> 1.To know what Muslims believe about God and that Muslims believe Allah was the creator and provider. To learn about family life and how the birth of a child gives thanks for creation. 2. To know that Muslims believe that Allah sent messengers and books to guide and teach people. To learn about the Prophet Muhammad (pbuh) and the revelation of the Qur'an. To know the Qur'an is treated with respect. To know about Ramadan and Id ul Fitr. 3. To learn about worship and prayer and that the Mosque is a place of study and prayer. To know that Muslims pray five times daily and to learn about preparation for prayer and prayer in the home.

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Music	Appraising music Unit 1: Hands, feet, heart Recorders	Unit 2: Ho Ho Ho	Unit 3: Want to play in a band (rock)	Unit 4: Zootime (reggae)	Unit 5: Friendship songs	Unit 6: Reflect rewind replay
PE	Gym: Floorwork /Travelling Games:	Gymn Dance: Fire of London	Gym: Games: Dance: Lifecycles	Gym Games	Games: Dance: At The Seaside	Gym Athletics
PSHE	Class behaviour contracts. Getting to know our classroom. *Playground rules. *The year ahead – what will happen, what will change.	Firework safety Skills and talents – children discuss what they are really good at. My bigger body – looking in greater depth at what our body is made of. My body, my rules – discuss how we talk to a friend who is touching us in a way that is not nice or irritating. Sharing a feeling – can you explain how you feel and WHY? Encouraging children to develop a more emotive vocabulary.	My family, your family. Children discuss in pairs the differences and similarities between families. What do friends do? Some kind things our friends do for us. Stop it! I don't like it. – how we explain to a friend that we don't like what they are doing but still be friends? Who do we talk to if we don't know what to do. Bullying – story time (Billy Grump, Bully Bear etc) discussion about what bullying is and the feelings attached.	What do we do if we don't feel safe? Who can we talk to? Body rules – refer to PANTS guidance from NSPCC. Medicine and safety at home. Safety in the playground – how to find help and how to be a good friend.	Setting individual and group challenges and targets. Revisit challenges weekly and children to record results to show improvement.	E-safety – link to ICT Discuss changes children expect as they change class. Meeting new teacher and tour of Junior School.