Key:	Science	History	Geography	DT	ICT/Computing	Music	Art

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Y2	How could you survive on the moon? (growth & care of animals incl. humans)	How does your garden grow? (growth & care of plants)	Why does it live there? (living things and their habitats)	How could you survive on the moon? (growth & care of animals incl. humans)	How does your garden grow? (growth & care of plants)	Why does it live there? (living things and their habitats)
	What's wrong with a table made from jelly? (everyday materials & their uses)			What's wrong with a table made from jelly? (everyday materials & their uses)		
	Discovering new worlds (exploration in the past) →→→		Who started it? (The Great Fire of London)	Why were castles built? (changing roles of monarchs) →→→		Who started it? (The Great Fire of London)
	Where in the world is Sid? (world Geography)	What's the weather like today?	Oh I do like to be beside the seaside! (human & physical features)	Where in the world is Sid? (world Geography)	What's the weather like today?	Oh I do like to be beside the seaside! (human & physical features)
	How fast can your sports car travel? (making moving vehicles)	How do you make a healthy flapjack?	How can we tell a story? (making puppets)	How fast can your sports car travel? (making moving vehicles)	How do you make a healthy flapjack?	How can we tell a story? (making puppets)

| Key: | Science | History | Geography | DT | ICT/Computing | Music | Art |

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
	ICT/Computing: Programming		ICT/Computing: Use of ICT		ICT/Computing: Online Safety	

Y2	Scratch
	Using green flag to start.
	Using & combining programming blocks (pre-made → standard) to make a sprite
	  - move
	  - turn
	  - say something
	Selecting sprites and backdrops from the Scratch library.
	Understanding of terms 'sprite', 'backdrop'.
	
	Textease Turtle
	Using the keypad to control an on- screen turtle.
	Navigating mazes/obstacle courses.
	Drawing squares and rectangles.
	(Filling the turtle's trail with colour.)
			As in Y1, plus:
			Text: Typing longer pieces of text using the keyboard (in MSWord, MSPowerPoint).
			Aligning text using left, right & centre tools.
			Selecting the font, size and colour of text.
			Graphics:
			Using shape tools to draw.
			Using solid, pattern & gradient fills.
			Changing the width of a brush, spray or line.
			Multimedia: Using digital devices to take photos.
			Uploading photos on to a computer.
			Inserting text and images into slides in presentation software (e.g. MSPowerPoint).
			Formatting and resizing images.
			(Inserting recorded sounds.)
			Data handling:
			Using a branching database (e.g. prepared PPt slides; Textease Branch).
			Websites:
			Beginning to use search engines (Google, Bing etc.) to find out answers to questions.
			Email: Beginning to read, send and reply to emails.
					• I can explain why I need to keep passwords and personal information private.
					
					• I can describe the things that happen online that I must tell an adult about.
					• I know that not everyone is who they say they are on the Internet.
					
					• I can talk about why it is important to be kind and polite online and in real life.
					
					• I can talk about why I should go online for a limited amount of time.	

Key:	Science	History	Geography	DT	ICT/Computing	Music	Art

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Y2	Singing: 'Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.' Class songs e.g. from Year 2 Music Express; topic-related songs; songs for school assemblies; songs for KS1 musical Nativity. Playing musical instruments; reading & notating music. 'Pupils should be taught to play tuned and untuned instruments musically.' Use of a range of classroom percussion instruments to play solo or as an ensemble, or to accompany singing. Ocarina (whole class) tuition. Composing: 'Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.' (As above.) Listening & appraising: 'Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.' Opportunities to listen to live music (e.g. older children singing and/or playing instruments; visiting musicians) and recorded music from a range of times and cultures.					

Key:	Science	History	Geography	DT	ICT/Computing	Music	Art

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Y2	**Fine Art Skills** 'Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.' **In Year 2** this means: Sketching lightly Colouring neatly between lines Using view finders Improving composition by avoiding 'five' (objects in corners and middle) Creating depth by making foreground detailed and bright background pale and hazy Knowing how to mix the tertiary colour wheel Knowing which are warm and cool colours Basic figure proportion **Media**: 'Pupils should be taught to use a range of materials creatively to design and make products. They should use drawing, painting and sculpture to develop and share their ideas, experiences and imagination' **In Year 2** this may include: Mixed texture picture Graphic design for stamps, posters etc. Collagraph printing Tie dye and embroidery 3D junk construction Clay pinch pot Research in Pic Collage (iPads) **Themes in Year 2** may include:- Figures Buildings Illustration of a children's story **History of Art** ' Pupils should be taught 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. **In Year 2** this may include: 19th century artists Multicultural artists Architects					