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| **Year 2** | **Maths**  ***White Rose***  **(See White Rose Documents for Further Detail)** | **English**  ***Pathways To Read***  ***Pathways To Write*** | **Science** | **Computing** | **Art** | **DT**  **Mae C. Jemison** | **Geography**  **Greta Thunberg** | **History**  **Mary Seacole** | **Music**  **Soca**  **Ella Fitzgerald**  **Bob Marley/The Wailers**  **Four Tops**  **Stevie Wonder** |
| **Autumn**  Number - Place value  Number – Addition and Subtraction  Geometry - Shape | Troll by Julia Donaldson  The Three Billy Goats Gruff by Mara Alperin  Troll Swap by Leigh Hodgkinson, Trolls Go Home by Alan MacDonald  The Great Fire of London by The Literacy Company  The Great Fire of London by Emma Adams | **Working Scientifically**  - practical learning at every opportunity | **Using Technology Safely** | **Cultural Understanding through a range of artists** | **Cultural Understanding – products and structures in the real world** | **Cultural Understanding – exploring people and places from around the world** | **Cultural Understanding – exploring people and events that have shaped our world today** | **Cultural Understanding – listening and appreciating different music from all over the world** |
| **Animals needs for survival**  **White Rose**  Mammals  Birds Fish  Amphibians  Reptiles  Humans | **Programming A** – Robot algorithms | **Drawing Project**  - master pattern and texture techniques through the work of an artist | **Architect Project**  - build a structure for purpose | **Fieldwork**  - outdoor learning at every opportunity | **Famous Event Project**  **Great Fire of London**  - significant event beyond living memory | **Numbers** |
| **Creating media** – Digital photography | **Seasons** |
| **Spring**  Measurement – Money  Number – Multiplication and Division  Measurement – Length and Height  Measurement – Mass, Capacity and Temperature | The Dragonsitter by Josh Lacey/ Real Dragons! by Jennifer Szymanski (Set 1)  The Dragon Machine by Helen Ward (Set 1)  Owen and the Soldier by Lisa Thompson (Set 1&2)  Major Glad, Major Dizzy by Jan Oke (Set 1) | **Plants**  - seeds and bulbs  -water, light and temperature | **Data and information** - Pictograms | **Tints and Tones Paint Project**  - explore tint and tones through the work of an artist – Matisse | **Textiles Product Project**  - cut, shape, join a wide range of textiles | **Geocaching Project**  - explore maps and directions | **Famous Person Project**  - significant individual with INTERNATIONAL achievements | **Animals** |
| **Toys** |
| **Animals, including Humans**  -offspring  -survival needs  -exercise, healthy eating, hygiene | **Programming B** – an Introduction to quizzes | **Papier Mache Sculpture Project**  - texture form and space through the work of an artist | **Our Planet Project**  - continents  -oceans  -hot/cold areas | Our Land |
| Weather |
| **Summer**  Number – Fractions  Measurement – Time  Statistics  Geometry – Position and Direction  Consolidation | Fantastic Mr Fox by Roald Dahl (Set 1&2)  Tidy by Emily Gravett (Set 2)  Illustrated Grimm's Fairy Tales (Usborne Illustrated Story Collections) (Set 1&2) Usborne Illustrated Stories from Shakespeare (The Tempest) Adapted by Rosie Dickens | **Materials**  -suitability for particular uses  -changing solid shapes | **Computing systems and networks** – IT around us | **ARTIST FOCUS:**  **Henri Rousseau -** Famously used tones to capture emotion.  *This can be either as part of every project, or a separate project on its own or a focus of one of the above projects.* | **Levers Project**  - explore and use levers and sliders | **World Project**  - compare and contrast a small area of the world with a non-European country | **My Country Project**  - changes within living memory  -aspects of change in national life | Ourselves |
| Story Time |
| **Creating media** – Making music | Patterns |
| Our Bodies |
| Travel |
| Water |
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| **Year 2** | **RE Herts Scheme**  **Christianity**  **Islam-**  **Malcom X** | **PSHCE**  **Jigsaw Scheme**  **Martin Luther King I have a dream** | **PE**  **GetSet4PE Scheme**  **Including Inspirational Sports Athlete** | **Languages** |
| **Autumn 1** | **Symbols in Religion and Harvest**  ***Symbols and Actions*** – Expressing religious meaning  ***Beliefs and Practice*** – Muslim prayers and actions | **Being me in my own world** – class charter; hopes and fears for the year | * Fundamental * Striking and Fielding (Herts Cricket)   **Dame Sarah Storey** | Exploring languages and cultures from around the world through contextual links to topics  – for example, learning a simple French song for music or simple words/phrases linked to learning in class   * European Languages Day * World Languages Day * Explore the language and culture of countries and people we learn about in class * Harvest Around the World * Winter Celebrations Around the World * Easter Around the World * Chinese New Year * International Award |
| **Autumn 2** | **Christmas Traditions**  ***Prayer, Worship and Reflection*** – Festivals including Christmas  ***Ultimate Questions-*** Christmas: Why does Christmas matter to Christians? | **Celebrating Difference** – valuing differences | * Fitness * Gymnastics   **Dame Sarah Storey** |
| **Spring 1** | **How do Muslims and Christians pray?**  ***Prayer, Worship and Reflection*** – different ways of giving thanks to God  ***Identity and Belonging*** – invite a faith visitor to school or visit a place of worship | **Dreams and Goals** – working co-operatively  Martin Luther King  I have a Dream | * Movement to music * Ball Skills   Lucy Shuker |
| **Spring 2** | **Easter, Shabbat and Passover**  ***Beliefs and Practice*** – Easter Story; Shabbat and Passover ***Ultimate Questions-*** Why does Easter matter to Christians?  ***Prayer, Worship and Reflection*** – The Lord’s Prayer | **Healthy Me** – making healthy snacks | * Net Wall * Team Building   Lucy Shuker |
| **Summer 1** | **Muslim and Christian Charity**  ***Human Responsibility and Values*** – whose community? | **Relationships** – resolving conflicts | * Invasion Games * Target Games   Jessica Ennis-Hill: Athlete |
| **Summer 2** | **Showing Care and Concern**  ***Justice and Fairness*** – Showing care and concern  ***Ultimate Questions-*** Big Questions about God: What do Christians believe God is like? Who made the world? | **Changing Me** – **talk about changes and differences regarding myself and others**   * I can talk about changes to my body and mind from birth to old age * I can use scientific vocabulary to describe the difference between boys and girls (penis, testicles, vagina) * I appreciate that some parts of my body are private * I can talk about how different changes make me feel different things | Team Building  Athletics/Sports day activities  Jessica Ennis-Hill: Athlete |

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| **Rights Respecting School Articles** | | |
| **Article 1**  Everyone under 18 has these rights.  **Article 2**  All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is,whether they are a boy or girl, what their culture is, whether they have a disability, whether they  are rich or poor. No child should be treated unfairly on any basis.  **Article 3**  All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.  **Article 4**  The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.  **Article 5**  Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.  **Article 6**  You have the right to be alive.  **Article 7**  You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).  **Article 8**  You have the right to an identity – an official record of who you are. No one should take this away from you.  **Article 9**  You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.  **Article 10**  If you live in a different country than your parents do, you have the right to be together in the same place.  **Article 11**  You have the right to be protected from kidnapping.  **Article 12**  You have the right to give your opinion, and for adults to listen and take it seriously.  **Article 13**  You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.  **Article 14**  You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you. | **Article 15**  You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.  **Article 16**  You have the right to privacy.  **Article 17**  You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information  you are getting is not harmful, and help you  find and understand the information you need.  **Article 18**  You have the right to be raised by your parent(s) if possible.  **Article 19**  You have the right to be protected from being hurt and mistreated, in body or mind.  **Article 20**  You have the right to special care and help if you cannot live with your parents.  **Article 21**  You have the right to care and protection if you are adopted or in foster care.  **Article 22**  You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.  **Article 23**  You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.  **Article 24**  You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.  **Article 25**  If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.  **Article 26**  You have the right to help from the government if you are poor or in need.  **Article 27**  You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.  **Article 28**  You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. | **Article 29**  Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.  **Article 30**  You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.  **Article 31**  You have the right to play and rest.  **Article 32**  You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.  **Article 33**  You have the right to protection from harmful drugs and from the drug trade.  **Article 34**  You have the right to be free from sexual abuse.Article 35No one is allowed to kidnap or sell you.  **Article 36**  You have the right to protection from any kind of exploitation (being taken advantage of).  **Article 37**  No one is allowed to punish you in a cruel or harmful way.  **Article 38**  You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.  **Article 39**  You have the right to help if you've been hurt, neglected or badly treated.  **Article 40**  You have the right to legal help and fair treatment in the justice system that respects your rights.  **Article 41**  If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.  **Article 42**  You have the right to know your rights! Adults should know about these rights and help you learn about them, too.  **Articles 43 to 54**  These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights. |

