

Year 2	Writing Opportunities	Main Topic	Objectives covered from National Curriculum	On going	Enrichment
Autumn 1 PIRATES 8 weeks	<ul style="list-style-type: none"> * Open up a mysterious ‘treasure chest’ to discover a range of ‘pirate’ objects; hat, sword, boots, parrot. Imagine who the items might belong to. Write an article for the school newspaper. * COLD TASK – write a simple story about a pirate * Use ‘wow’ vocabulary in sentences. E.g. in a flash... suddenly... from out of nowhere... * Describe a pirate * Plan and write a diary entry for life on board a pirate ship. * Look at a picture of Captain Blackbeard. Talk to a partner about what they can see and discuss who they think the pirate is and what his life is like. (labels) * Write a descriptive WANTED poster about their pirate. Include detail about what their pirate looks like, says, does, likes and dislikes. * Hot potato on senses. Taste, hear, touch, see, smell. * Write a message in a bottle. * Story of Grace Darling - sequencing, retelling, changing aspect, re-writing * My special object- bring in from home and add to treasure chest. * Poetry – acrostic poem * Design a pirate, make it and write a pirate description. * Label Captain Cooks Ship and say what the different parts were for. 	Geography Name continents and oceans, hot and cold areas of the world inc north and south poles and equator. Maps/Globes/Atlases Identify seasonal and daily weather patterns Basic geographical vocabulary, physical and human features Compare to Year 1 local study, study a non-European country (Mara, link diocese)	<p>Ge1/1.1a name and locate the world's 7 continents and 5 oceans</p> <p>Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Ge1/1.4a 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> <p>Ge1/1.3a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Ge1/1.3b use basic geographical vocabulary to refer to</p> <ol style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Ge1/1.2a understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	Music—African Drumming Mu1/1.2 play tuned and untuned instruments musically Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music Art—African art—tribal art (Edward Saidi?) Ar1/1.4 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. RE—How is new life welcomed? Stories from other cultures in story time	First half Art skills Second half computing see SS for LTP
Autumn 2 ANIMALS 7 weeks	<ul style="list-style-type: none"> * Write instructions for how to make a habitat. (Bug Hotel) * How to care for a caterpillar (in classroom) * Book review * Write a film review, summarising the plot and main characters. * Write a non-chronological report about bees and how to care for them. * Write a presentation script to explain their life-cycle to the class/to each class. * Individual fact file of their favourite animal * Write a pledge about how they will care for and promote wildlife in their natural habitat. * Adjectives round robin to describe settings, animals, the weather and foods they eat. * Animal blends—children to research animals in it and create a fact-file. * Describe species of cats using er and est to compare. * Animal on a journey around the world—what clothes it needs in each country etc? 	Science—Animals inc humans Basic revisit of classifying animals <ul style="list-style-type: none"> • What do you know from Yr1? • Notice offspring (not reproduction) • Basic needs • Healthy Living Geography—Name hot and cold areas of the world inc north and south poles and equator—link to animals	Sc2/2.3a notice that animals, including humans, have offspring which grow into adults Sc2/2.3b find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Sc2/2.3c describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Sc1/1.4 identifying and classifying Ge1/1.3a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Music— Singing/Nativity Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music RE—How and why do people pray? DT— Make a home for an animal DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable DT1/1.4b explore and use mechanisms, in their products. DT1/1.2a select from and use a range of tools and equipment to perform practical tasks DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	First half DT—Cooking and Nutrition link to science Healthy living Second half DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes DT1/2.1b understand where food comes from. Second half computing see SS for LTP
Spring 1 THE BEACH 6 weeks	<ul style="list-style-type: none"> * Lighthouse Keepers lunch book—talk4writing? * Write a Diary Entry for Mr Grinling * Create Riddle of Seaside objects * Lifecycle of sea creature and human comparison * Persuasive writing of why their beach is the best in the world. * Description of beach pictures * Royal family research and non chronological report * Royal family tree? * King Henry - research * Queen Elizabeth—research * Comparison of rules * Katie in London book * The queens knickers book 	History—Chronology—simple timeline of events taught in Year 1 and big events Compare aspects of the lives of significant Royals—then and now Toys/Seaside holidays Then and now	Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Hi1/1.2 events beyond living memory that are significant nationally or globally Hi1/1.3 significant historical events, people and places in their own locality.	Music—Glockenspiels Mu1/1.2 play tuned and untuned instruments musically Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music RE—Hand to Mouth—Holy Trinity What did Jesus teach and how did he live?	First half DT skills Second half computing see SS for LTP

Spring 2 SUPER-HEROS 6 weeks	<ul style="list-style-type: none"> * Read Traction Man. Look at superhero comics and talk about how to read them and list onomatopoeic words. (pow bang) * Dress up day—pictures of children—Using adjectives Labelling themselves * Changing movements from present to past tense. -ing to -ed * Annotate a picture of real life superhero (visit from fire department?) * Write about their real life superhero describing personal qualities and powers, how they change lives. * Similes * Supertato book—Alphabetical list of vegetable or fruit he might have a problem with. Invent character names * Alliteration—rewrite own version of story? * Watch Incredibles—film review? * Labelling their superhero * Write a description of superhero * Write superhero into own story * Write a newspaper report of their superhero rescuing * Write an evaluation of superhero cape * Instructions on how to make a superhero cape 	Science—Use of everyday materials	<p>Sc2/3.1a identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</p> <p>Sc2/3.1b compare how things move on different surfaces.</p> <p>Sc2/3.1c find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Music—Interrelated dimensions of music</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>RE—How do we make good choices?</p> <p>Art—Design a superhero</p> <p>Ar1/1.1 to use a range of materials creatively to design and make products</p> <p>DT—Make a superhero cape</p> <p>DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>DT1/1.2a select from and use a range of tools and equipment to perform practical tasks</p> <p>DT1/1.3a explore and evaluate a range of existing products</p> <p>DT1/1.3b evaluate their ideas and products against design criteria</p>	First half Sewing DT1/1.2a select from and use a range of tools and equipment to perform practical tasks DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Second half computing see SS for LTP
Summer 1 THEN AND NOW 5 weeks	<ul style="list-style-type: none"> * Imagine they lived a hundred years ago and describe their journey to their local shop and then describe it now * Write questions to find out about Christopher Columbus * Why they are for or against supermarkets, or small shops (olden days) * Write instructions of how to get from school to a place of their choice. * BIG WRITE Imagine they have to give Little Red Riding Hood instructions about how to find her way home from Grandma's house. * Description of Christopher Columbus * Draw and label a map of his findings * Newspaper report on his trip * Interview with Christopher Columbus 	Geography— Revisit mapping continents and any places that have been taught in history topics Use compass directions Aerial photographs to construct a simple map of local area using a key History— significant individual Christopher Columbus—explorers	<p>Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>Ge1/1.4c 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</p> <p>Ge1/1.4d 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> <p>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>Music— Interrelated dimensions of music</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>RE—How can we look after our planet?</p> <p>Art—Paul Cezanne Landscapes</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	Art Skills
Summer 2 IN THE GARDEN 7 weeks	<ul style="list-style-type: none"> * Choose four scented Flowers: How did it smell, look, taste Feel, science investigation? * Describing the garden * Read gardening magazines and books about plants and flowers. Make notes of interesting facts. Compile a class Did You Know— create a fact File. * Book review * Dissect and Label the parts of a plant, Know the function of the parts of a plant and it's survival needs. Write about each function. * Plant a Bulb /seed and take photographs. Write about what you did as a report? Write a set of instructions? * Magic flower in the garden story 	Science— Living things and habitats Plants	<p>Sc2/2.1a explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Sc2/2.1b 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>Sc2/2.1c identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Sc2/2.1d describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name</p> <p>Sc2/2.2a observe and describe how seeds and bulbs grow into mature plants</p> <p>Sc2/2.2b find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>different sources of food.</p>	<p>Music—Create a performance</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p>RE—World Faith Week—Judaism</p>	First half DT—Cooking and Nutrition link to science Healthy living DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes DT1/2.1b understand where food comes from. Second half computing see SS for LTP