| | Year 2 |
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| | Topic Overview – Heroes and Emergencies |
| | **What makes a hero?** |
| | Autumn Term 1 |

| | Week 1 w/c 5/9 INSET Day – 4th Sept | Week 2 w/c 8/9 | Week 3 w/c 15/9 16.9 Compass emotion assembly | Week 4 w/c 22/9 | Week 5 w/ 29/9 30.9 St Mary Church assembly 1.10 Harvest festival 1.10 Book bus 2.10 YR2 reading workshops 2.10 Christmas design deadline for parents | Week 6 w/c 6/10 | Week 7 w/c 13/10 | Week 8 w/c 20/10 |
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| **Wow** | HOOK - police investigation robbery scene – Cops & Robbers book. WOW – Fire Service Fire Safety talk. PCSO- Padlet: https://padlet.com/aharker4/heroes-eorboro4n0u7g3x7 | | | | | | | |
| **Maths Y2** | Superhero Maths revision | Number recognition Unit 1: Numbers to 100 (17lessons) +end of unit check | | | | Unit 2: Addition and subtraction (1) (13 lessons) +end of unit check | | |
| **English** | My Year 2 resolution What did you do during the six weeks summer | Write about who your hero is? Learn about Captain Tom | Discuss what you already know about the emergency services. Investigate job roles and write facts. | Write sentences about the police using specific vocabulary. | Describe and label cops/robbers Write a description of the character in the book. Wanted Poster | Write questions to ask a paramedic. Write a poem. If I was a paramedic… | Write facts about Florence Nightingale. Compare nurses then and now. | Find out about Mary Seacole. Compare to Mary Seacole Florence Nightingale. |
| **Little Wandle** | | Phase 5 review /ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou | /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow | /or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si | /j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u | ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/ | | |

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| Handwriting | | i l j t | c o a d | g q e | m n r h | b k p | v w u y | s f x z |
| SPaG | | Nouns | Vowels and Consonants | Demarcating Sentences | Forming Nouns using -ness | Punctuating Sentences | Assess and Review | Revisit and Revise |
| Spellings | | people eye whole | through improve move prove shoe two who beautiful their parents | thought sure | once again any many friend busy pretty because laugh** | friend | | |
| Time for us/ Health and Relationships | → I know that my family should make me feel happy and safe.<br>→ I know that my family should help me.<br><br>First 2 weeks at school to familiarise themselves with immediate family, grandparents, aunts, uncles and cousins. | → I know who to talk to if I feel unsafe.<br>→ I know who to talk to if others are unsafe.<br>→ I know how and when to make a 999-emergency call for help.<br>→ I know how to tell a grown up if someone has an accident.<br><br>Linked to 'people who help us' – police, paramedics, teachers<br><br>Heroes Topic: People that help us- Nurses, paramedics, firefighters, police. Activities such as: class/group discussions, making posters, learning about jobs 999 emergency services.<br>Knowing when to call 999 and when to call 111 and the difference between them. Children will understand the dangers of prank calling the emergency services.<br>Time for Us<br>Fire Practise | | | -Black history month and as a regular mindfulness activity, listen to music and let your pen/pencil go for a walk – expression of mood on large piece of paper. | | → I know not to touch medicines.<br>→ I know medicines can make me better, but some may be dangerous.<br>→ I know that medicines should be kept away from children.<br><br>Follow the lesson plans for drug and alcohol education for KS1 by the PSHE Association 2020; A series of 3 lessons to enable children to learn about things that go into bodies and onto skin and how this can make people feel.<br><br>Show children the danger symbols on medicine bottles and that they shouldn't touch them. Children will be | |

| | | | | | HARVEST – Week 5 | able to identify, recognise and explain the meanings of the symbols. |
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| | Discuss and explain why - 3 things that make me feel happy and safe (e.g. talking to family, being safe at home, things that make you happy). | | | | → I know what I need to eat to be healthy and grow.<br>What is healthy and what is unhealthy?<br>Eat well plate – classifying and sorting and explain the benefits each food group has for the human body, different food groups. | Children will be aware of the danger symbols found on some medicines and discuss they may be dangerous and why they should keep away from it. e.g paracetamol, ibuprofen, calpol. |

| Time for us/ Health and Relation ships | See KS1 planning<br>To explore key themes raised by the book such as loneliness, empathy and caring for our environment and others | | | | | |
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| Science | Observe closely, using simple equipment.<br>Be a police officer: compare your own and friends finger prints. Print finger onto white balloon and blow up to view detailed print | Observe closely, using simple equipment.<br>Use magnified glass and microscope to examine things close up like a crime scene investigator. | Observe closely, using simple equipment.<br>Use a mirror to read ambulance/ police backwards like on the emergency vehicles. | Cross curricular with RHE.<br>See above - Harvest Week 5 | Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.<br>**Uses of Everyday Materials – Block 2UEM – Squash, bend, twist, stretch – see STEM Planning** | E-Bug – Hand Hygiene Horrid Hands experiment Pepper and washing liquid germ experiment. | Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.<br>**Uses of Everyday Materials – Block 2UEM – Squash, bend, twist, stretch** |
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| | Reach Out Reporter – weekly | | | | | | |

| Explorify | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | |
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| Zoom in Zoom Out | Hooks and loops | The Space in between | Rocky Landscapes | Cosy Comfort | Fuzzy Friend | | | | |
| Odd One Out | Fit for Purpose | Brushing up. | Dressed for Action - RECORD | Playing places | Through the Looking Glass | It's in the bag! | Functional Footwear | Burly Bridges | |
| | | RSPB – Wildlife Challenge:Bioblitz | | | | TAPS – Materials – Rocket Mice | | | |

| Computing | Re-visit learning from Year 1 (the instructions and symbols). Algorithms:<br><br>→ I understand what algorithms are.<br>→ I know algorithms are implemented as programmes on digital devices.<br>→ I know that programs execute by following precise and unambiguous | Children will programme the BeeBot to check instructions. They will rectify and debug any mistakes (Fire Station Map). Children will make a prediction based on their instructions and share with a friend. Write instructions using vocabulary; first, then, next, after that, right turn, left turn, half turn, forward, backwards, quarter turn, 90 degree turn, 180 degree turn. Programmes:<br><br>→ I can create and debug simple programs. I can use logical reasoning to predict the behaviour of simple programs | Pic Collage/ J2E – create a picture using paint. Retrieve it on another occasion and label/write a comment.<br><br>→ I can use technology purposefully to create, organise, store, manipulate and retrieve digital content.) |
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| Art | Drawing themselves as a super hero cartoon (Link to Super Milly book) Use photos of their own faces.<br>At the beginning of every new school year children will draw their own self-**portrait** in portrait books and passed onto the next year. Simple line drawing.<br><br>1.Complete own **colour** mixing wheels to use and refer to throughout the year. (YR1 primary and secondary colours. YR2 tertiary contracting/ complementary)<br>Read Mood Monster book.<br>2.Make **colour** mood boards: collage/ drawing/ photos. | -Large scale Roy Lichtenstein superhero scene. (speech bubbles, action words, benday dots.<br>Teach:<br>-**artist history**/ style<br>-**select appropriate tool** to make dots/ paint large areas? | **Printing**: Oil pastel monoprinting: create a coloured surface. Draw on stop to take a print. Explore using backgrounds.<br>-Design your own police badge | **Painting:** Harvest, Create food portraits inspired by Giuseppe Arcimboldo. -<br>1.Make with real food/ take photo.<br>2.**Paint from observation** looking at real fruit/ veg Teach: | 1.Warm up: On grid, how many diff shades you can make from black to white.<br>2.**Paint** a b&w portrait of Nightingale, use diff shades& tints. (paint on copy) Why were pictures of her b&w? **Vocab**: contrast, tone, highlight/ tints/ | 1.Warm up: On grid, how many diff shades you can make from black to white.<br>2.**Drawing**: Use pencil to create diff values to complete Mary Seacole portrait (given half picture)<br>**Vocab**: contrast, tone, highlight/ tints/ light and | -Make a **digital art** word collage -create word art using word cloud online programme, using words that are hero attributes.<br>-Look at **different fonts** and write your super hero name in your chosen font. |
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| -inc colour variation names. e.g navy blue, ochre, burgundy, vivid, pale.<br>-discuss colour can represent emotion and expression.. what colour would your hero wear? | Standard: paintbrush<br>Non-standard: lego<br>- Apply last weeks **colour** mixing skills.<br> | | -Mix **colour** experimentall y.<br>-Develop skills **mixing** powder paint ratio to water.<br>-**Vocab** landscape and portrait.<br> | light and shadow/ shades/ dark.<br> | shadow/ shades/ dark. | |

| **D&T** | Design a costume/logo. If you were a superhero what would your special power be? What material would it be made from? Colour? Why did you make those choices? Learn about properties of materials.<br><br>Make a superhero accessory e.g mask/ wrist bands |
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| **Geography** | Name and locate the world's continents and oceans. Link to Florence Nightingale, Mary Seacole. Where did these famous nurses live?<br>→ I will name and locate the world's seven continents and five oceans. |
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| **History** | | Who is your hero? Introduce recent hero Sir Captain Tom | Learn about Roy Lichtenstein | Learn about Giuseppe Arcimboldo | To be taught about events beyond living memory that are significant nationally or globally Lives of significant historical figures including comparison of those from different periods.<br>Significant local people – link in the stars in town.<br>Nurses in the past:<br>Mary SeaCole<br>Florence Nightingale | | |
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| | Children will explore the lives of people working within the emergency services such as Police Officers, Fire Fighters and Paramedics. Changes in these occupations over time will be explored including uniforms, equipment and vehicles. | | | | | | |

| **RE** | | 1.9 Who is a Hindu and what do they believe Tell children that most Hindus believe in one God, but that God is known to | • Use creative ways to share some of the stories of the gods/goddesses; for example, how Ganesha got an | • Explore some festivals: tell the stories, connecting with the gods/goddesses | Holi: explore the spring festival, with stories of Krishna, and Holika and | Find out some examples of how Hindus worship at home; for example, with | Explore ways in which children show what is important to |
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| | | worshippers through many different images (murtis) and names; introduce Brahma (Creator), Vishnu (Preserver) and Shiva (Destroyer) (known as the Trimurti) and their consorts Saraswati, Lakshmi and Parvati; also Krishna, Rama and Ganesha. Look at lots of images of the gods/goddesses and explore what Hindus learn about God from them. | elephant's head, Krishna and the butter, and Krishna opening his mouth. Think about what Hindus might learn from these stories. | already encountered; use the senses to find out about how Hindus celebrate – sights, sounds, smells, tastes and things they touch. For example:<br>o **Diwali: 20th Oct** build on previous learning (units F4, L2.5). Tell the story of Rama and Sita using shadow puppets; act out the story; use images, music and dance. Find out what happens at Diwali for Hindus: light some diva lamps, hear about the story of Lakshmi and the washerwoman, look at some pictures of Diwali celebrations in the local area. Talk about what Hindus might learn from the festival, such as good overcoming bad. | Prahlad, bonfires, exuberant dancing and singing, and lots of colour. What happens? How do Hindus feel about it? What do they learn? | a shrine, images of some gods/goddesses, prayer, rituals. | them in their homes and their lives. Compare them with Hindu celebrations and practices at home. Explore the idea of rituals – school is full of rituals too. What are the benefits? Connect this with Hindu rituals. |
| **Construction Small world** | | Build a police station | Build a fire station, fire engine | | Build a hospital | | |
| **Role play/ explore area** | Maths Shop- Superhero shop selling accessories.<br><br>Other time- police, fire and doctors role play. | | | | | | |

| Music | | → **Autumn term** – Learn and sing 'The people who help us' song focusing on control. *See Music curriculum resources on Teachers.* | Make and combine sounds musically - Children to compose their own superhero theme tune. Listen to superhero theme music. Play tuned & un-tuned instruments<br><br>→ I can use my voice expressively and creatively by singing songs.<br>→ I can use my voice expressively and creatively by speaking chants and rhymes.<br>I can listen with concentration and understanding to a range of high-quality live music. | • Sing songs regularly with a pitch range of do-so with increasing vocal control.<br><br>• Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately. | • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)<br><br>• Good repertoire for this age group includes: | • Trad. Rain, Rain Go Away<br>• Sing Up: Paintbox | • Young Voiceworks: Ebeneezer Sneezer<br>Ebeneezer Sneezer \| Lyrics & Accompaniment - Bing video | **Autumn 1** – go on a listening walk around school and outside. Listen for high and low sounds. |
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| PE | Personal |
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| | **Exceeding**<br>• I have begun to challenge myself.<br>• I know where I am with my learning.<br>**Expected**<br>• I try several times if at first I don't succeed and ask for help when appropriate.<br>**Emerging**<br>• I can follow instructions, practise safely and work on simple tasks by myself. |