

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Language Acquisition Unit Mrs Davy's Class	Autumn/My Body	Celebrations/My family	Winter/Traditional Tales	Spring/Julia Donaldson books	Machines	Summer
Immersive Classroom	Autumn/colour	Birthdays/Christmas Festivals	Winter/Traditional Tales	Spring/Growing	Pushes/pulls	The Seaside
WOW Experiences	Trip to Clifton Park	Visit to a Mosque/Church?	Outdoor Learning Classroom	Visit to a Garden centre	Visit to Magna	Visit to the seaside – outdoor picnic
Literacy	Recount Instructions Poetry	Narrative (myths and legend) Information Recount	Narrative (Adventure and mystery) Information Instructions Poetry	Recount Book report Books by the same Authors	Explanatory Discussion Extended story	Instructions Persuasion Description Poetry
Texts	My Holiday, My House, Colours	Ahmed's Day My Birthday	Jack and the Beanstalk, Chinese New Year, The Three Little Pigs	The Gruffalo Animals in the Garden?	Wheels Stop That Robot	Seasons Scrapbook Review – 'My Holiday' from Autumn Term
Numeracy	Recognise number 1 – 5 Begin to use mathematical names for flat 2D shapes	Count objects to 5 and beyond Use familiar objects and common shapes to create and recreate patterns and build models	Counts objects to 10, and beginning to count beyond 10	Finds the total number of items in two groups by counting all of them	Solve problems including doubling, halving and sharing.	Use everyday language to compare quantities and objects and to solve problems involving: size, weight, capacity, position, distance, time and money
P4C Opportunities	Pupil's writing communicates meaning through simple words and phrases (w) Through relevant comments and questions they show that they have listened carefully (L)	Children to discuss their work and explain why an answer is correct (M)	Children to respond to suggestions and put forward their own ideas about how to find the answer to a question (S)	Pupils talk and listen confidently in different contexts, exploring and communicating ideas (E)	Children communicate their findings (S)	Children express their response to poems, stories and non-fiction by identifying aspects they like *
Science	Working scientifically skills - ongoing					
	Identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with which sense	I know about similarities and differences in relation to objects, materials and living things	I can work as a whole class or guided group to carry out a simple test	Living things and their habitats Animals including human plants I can make observations of animals and plants	Forces: Pushes and pulls I can observe and describe weather associated with the four seasons	I can observe changes across the four seasons I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
DT	I handle equipment and tools effectively I can hold correctly and make cuts into paper using scissors	I can represent my own ideas, thoughts and feelings through design technology	I draw pictures with labels to explain my ideas (including using the computer)	I can join 2 materials (fabric / card / paper / junk objects) together using simple methods (e.g. glue / cellotape / tying)	Pushes/pulls and forces, and gravity I can make simple models using junk and construction kits (e.g. Lego / building blocks) to represent real objects	I can work out how to make models stronger or more stable (e.g. using more cellotape / overlapping materials / using more of a material)
Art & Design	I can draw familiar objects, e.g. people, by combining simple shapes	I can hold and use a paintbrush, e.g. to draw simple shapes	I can mix paints when given a limited range to choose from	I can shape modelling materials (e.g. playdough) for example, squeezing, pinching or rolling it to make simple familiar or fantasy objects.	I can shape modelling materials (e.g. playdough) for example, squeezing, pinching or rolling it to make simple familiar or fantasy objects.	I can show some control of my paint brush, e.g. to produce simple shapes and lines
Computing	Sheffield Scheme of Learning					
History	I can talk about past and present events in my own life and in the lives of family members	I can find answers to questions about the past, including in stories and other simple sources	I can name some different ways that we find out about the past	I can retell the main points in a historical event in my own words	I can use some simple historical words to describe the past (e.g. long ago, years) or names (e.g. Samuel Peeps, Pudding Lane)	I can retell an event beyond my own living memory
Geography						
Music	'Charanga' Rotherham Music Service Scheme of Learning: Y2 Curriculum					
PE	Live and Learn Sports Scheme of Learning					
RE	Discovery RE: Y2 Curriculum					
Computing	Sheffield Scheme of Learning					

