

TOPIC: Best of British					Year Group: 2			
	1	2	3	4	5	6	7	
<b>English</b>	<p>Who was Florence Nightingale? Linked to history</p> <p><b>Reading skills</b> – use a range of reading strategies to decode</p> <p><b>Writing Skills</b> – writing simple sentences using a capital letter and full stop. Focus on learning to spell.</p> <p><b>Writing opportunity</b> – biography for Florence Nightingale</p>	<p>Why do we remember Florence Nightingale? What impact did she have on nursing and hygiene? Linked to history</p> <p><b>Reading skills</b> – use a range of reading strategies to decode</p> <p><b>Writing Skills</b> – writing simple sentences using a capital letter and full stop with accuracy Focus on learning to spell.</p> <p><b>Writing opportunity</b> – job advert for a nurse at RSCH</p>	<p>Explore where our school is in Guildford, what is special about Guildford, where Guildford is on a map and the county. Linked to geography</p> <p><b>Reading skills</b> – use a range of reading strategies to decode</p> <p><b>Writing Skills</b> – writing simple sentences using a capital letter and full stop with accuracy. Focus on learning to spell.</p> <p><b>Writing opportunity</b> – leaflet about Guildford</p>	<p>What is special about England? Look at traditional food, languages and clothing. Linked to geography</p> <p><b>Reading skills</b> – use a range of reading strategies to decode</p> <p><b>Writing Skills</b> – writing simple sentences using a capital letter and full stop with accuracy. Focus on learning to spell.</p> <p><b>Writing opportunity</b> – visit England leaflet</p>	<p>What is special about England? Look English flag, St George, capital city and surrounding seas. Linked to geography</p> <p><b>Reading skills</b> – read for meaning and understand vocabulary in context</p> <p><b>Writing Skills</b> – writing simple sentences using a capital letter and full stop with accuracy. Focus on learning to spell.</p> <p><b>Writing opportunity</b> – story of St George</p>	<p>Read and understand the Christmas story. Link to the bible and its importance to Christians.</p> <p><b>Reading skills</b> – read for meaning and understand vocabulary in context</p> <p><b>Writing Skills</b> – writing simple sentences using a capital letter and full stop with accuracy. Focus on learning to spell.</p> <p><b>Writing opportunity</b></p>	<p>Re-tell the Christmas story. Link to the bible and its importance to Christians.</p> <p><b>Reading skills</b> – read for meaning and understand vocabulary in context</p> <p><b>Writing Skills</b> – writing simple sentences using a capital letter and full stop with accuracy. Focus on learning to spell.</p> <p><b>Writing opportunity</b></p>	
<b>Phonics and spelling</b>	oo, ue, ew, u-e		ow/ou	aw/au	ear/ere/eer		wh/ph	
<b>Maths</b>	<p>Subtraction Measuring length (metres/m) Reading a scale</p>	<p>Subtraction Measuring length (centimetres/cm) Reading a scale</p>	<p>Multiplication as repeated addition with Numicon Measuring weight (kilogram/kg) Reading a scale</p>	<p>Multiplication as repeated addition with money Measuring weight (grams/g) Reading a scale</p>	<p>Multiplication with money Measuring capacity (litres/l) Reading a scale</p>	<p>Division as sharing into equal groups Measuring capacity (litres/l) Reading a scale</p>	<p>Division as sharing into equal groups Measuring capacity (litres/ml) Reading a scale</p>	
<b>Science</b> <u>Living things and their habitats</u>	<p><b>Knowledge</b> Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p><b>Skills</b> asking simple questions and recognise that they can be answered in different ways including use of scientific language</p> <p>Use observations and ideas to suggest answers to questions noticing similarities, differences &amp; patterns</p> <p><b>Vocabulary</b> Living Dead Habitat Woodland Pond Desert</p> <p><b>Skills vocabulary</b> (Include all previously taught: Question Change) Observe Group</p>		<p><b>Knowledge</b> 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 how they depend on each other.</p> <p><b>Skills</b> asking simple questions and recognise that they can be answered in different ways including use of scientific language</p> <p>Use simple equipment to observe closely including changes over time</p> <p>Use his/her observations and ideas to suggest answers to questions noticing similarities, differences &amp; patterns</p> <p><b>Vocabulary</b> Living Habitat Energy Food chain Predator Prey</p>		<p><b>Knowledge</b> Identify and name a variety of animals in their habitats, including micro-habitats</p> <p><b>Skills</b> Use simple equipment to observe closely including changes over time</p> <p>Gather and record data to help in answering questions including from secondary sources of information</p> <p><b>Vocabulary</b> Habitat Woodland Pond Desert</p> <p><b>Skills vocabulary</b> (Include all previously taught) Observe</p>		<p><b>Knowledge</b> Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p><b>Skills</b> Perform simple comparative tests and Identify, group and classify</p> <p>Use observations and ideas to suggest answers to questions noticing similarities, differences &amp; patterns</p> <p>Gather and record data to help in answering questions including from secondary sources of information</p> <p><b>Vocabulary</b> Energy Food chain Predator Prey</p> <p><b>Skills vocabulary</b> Observe Group/classify</p>	

			<b>Skills vocabulary</b> (Include all previously taught: Question Change) Group/classify		Group/classify	
<b>PSHE</b>	<b>Families and friendships</b> Making friends; feeling lonely and getting help Circle Time Meetings		<b>Safe relationships</b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour Circle Time Meetings			<b>Respecting ourselves and others</b> Recognising things in common and differences; playing and working cooperatively; sharing opinions Circle Time Meetings
<b>Art and Design</b>	<p><b>Knowledge</b> How to be able to recognise British wildlife and create observational drawings.</p> <p><b>Skills</b> Recognising different animals Using pencils to sketch Making sure the picture is in proportion and represents the image being drawn.</p> <p><b>Vocabulary</b> Wildlife Fox Badger Hedgehog Rabbit Sketch accurate</p>	<p><b>Knowledge</b> How to be able to mix colours to match colours seen on British wildlife.</p> <p><b>Skills</b> Recognising primary colours Recognising secondary colours Knowing what colours to mix to create new colours Identifying which colours are going to feature on which animals Produce paint colours that compliment their sketched animal</p> <p><b>Vocabulary</b> Mixing Primary Secondary Paint</p>	<p><b>Knowledge</b> To be able to understand what printing is . To be able to use British animal footprints to create a piece of artwork.</p> <p><b>Skills</b> Printing Painting Image making Making best use of composition and form to create an image Mixing paints</p> <p><b>Vocabulary</b> Prints Sponge Composition Tools Techniques</p>	<p><b>Knowledge</b> Discovering the work of Beatrix Potter and exploring watercolours.</p> <p><b>Skills</b> Using watercolours appropriately to create a desired style. Mixing watercolours suitably so that the colours compliment the image the children are painting.</p> <p><b>Vocabulary</b> Watercolours Brushstrokes Mixing Compliment Realistic</p>		
<b>Computing</b>	<p><b>Knowledge</b> How to be able to log on and log off to a computer using a password. Inputting the information into the correct place in order to access the screen and links.</p> <p><b>Skills</b> Recognising where to type in password and user name. Putting both in correctly.</p> <p><b>Vocabulary</b> Log on Log off Username Password</p>	<p><b>Knowledge</b> To be able to access the internet and search for a website. To be able to access google and search accurately.</p> <p><b>Skills</b> Spelling website names Locating correct site Double clicking Moving a mouse to the correct place Typing</p> <p><b>Vocabulary</b> Internet Browse Search</p>	<p><b>Knowledge</b> To be able to search for a website and log in. Children to access the website espresso and log in.</p> <p><b>Skills</b> Recognising and clicking on the correct link Typing correct names Identifying the relevant website and connecting to it Logging in to a site</p> <p><b>Vocabulary</b> Website Log in Log out Search Browse</p>	<p><b>Knowledge</b> Coding objective: To be able to write instructions to move an object around. Write an instruction to make the wizard move across the screen.</p> <p><b>Skills</b> Following instructions Data input Control a sprite on screen Create and debug programmes</p> <p><b>Vocabulary</b> Code Directions Instructions Object Action Move</p>	<p><b>Knowledge</b> Coding objective: To be able to write instructions to make a character fly in the air. To be able to write instructions to make a character run away from another character.</p> <p><b>Skills</b> Following instructions Data input Control a sprite onscreen Create and debug programmes</p> <p><b>Vocabulary</b> Code Directions Instructions Object Action Move</p>	

<p><b>Geography</b></p>			<p><b>Knowledge</b> To know the four countries that make up the UK their capitals. <b>WALES</b> To name the surrounding seas for the UK.</p> <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>1. Name, locate and identify characteristics of <b>Wales</b> and its capital city and its surrounding seas.</li> <li>2. Use maps, globes and atlases and maps to identify the United Kingdom and its constituent parts.</li> <li>3. Use simple compass directions N, S, E, W with some appreciation of what they mean.</li> </ol> <p>Vocabulary <b>Country, language, mountains, landscape England, Scotland, Northern-Ireland, <u>Wales</u>, Europe</b></p>	<p><b>Knowledge</b> To know the four countries that make up the UK their capitals. <b>SCOTLAND</b> To name the surrounding seas for the UK.</p> <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>1. Name, locate and identify characteristics of <b>Scotland</b> and its capital city and its surrounding seas.</li> <li>2. Use maps, globes and atlases and maps to identify the United Kingdom and its constituent parts.</li> <li>3. Use simple compass directions N, S, E, W with some appreciation of what they mean.</li> </ol> <p>Vocabulary <b>Country, language, mountains, landscape England, <u>Scotland</u>, Northern Ireland, Wales, Europe</b></p>	<p><b>Knowledge</b> To know the four countries that make up the UK their capitals. <b>NORTHERN IRELAND</b> To name the surrounding seas for the UK.</p> <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>1. Name, locate and identify characteristics of <b>Northern Ireland</b> and its capital city and its surrounding seas.</li> <li>2. Use maps, globes and atlases and maps to identify the United Kingdom and its constituent parts.</li> <li>3. Use simple compass directions N, S, E, W with some appreciation of what they mean.</li> </ol> <p>Vocabulary <b>Country, language, mountains, landscape England, Scotland, <u>Northern Ireland</u>, Wales, Europe</b></p>		
<p><b>History</b></p>	<p><b>Knowledge</b> Exploring the life of Florence Nightingale and the impact on hospitals and nursing. Comparing Florence to Mary Seacole</p> <p><b>The role of Indian troops</b></p> <p><b>Key People- Florence Nightingale and Mary Seacole</b></p> <p><b>PoS 1, 3</b></p> <ol style="list-style-type: none"> <li>1. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> </ol>						

	<p><b>Skills</b> Speak about how we have found out about the past (organisation and communication)</p> <p>record what we have learned by drawing and writing (organisation and communication)</p> <p>discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.</p> <p>show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p><b>Vocabulary</b> <i>Empire, war, charity, past, present</i></p>						
<b>Music</b>					<p><b>Knowledge</b> Listen with concentration and understanding to a range of high-quality live and recorded music (POS 3) Listen to the proms</p> <p><b>Skills</b> <i>Notice how music can be used to create different moods and effects and to communicate ideas.</i></p> <p><b>Vocabulary</b> <i>Melody</i> <i>Accompaniment</i></p>		
<b>Physical Education</b>	<p><b>Knowledge</b> To be able to play competitive games with others. To use a variety of footwork. Discuss and review performance.</p> <p>Game:Rock, paper scissors. Skill: Footwork. Skill application: Matching pairs.</p> <p><b>Skills</b> Keeping head up Bending knees Working off the balls of feet</p> <p><b>Vocabulary</b> Fluency Control Hopscotch Hop Zig zag Hop Skip Gallop</p>	<p><b>Knowledge</b> To be able to play competitive games with others. To use a variety of footwork. Discuss and review performance.</p> <p>Game:Rock, paper scissors. Skill: Footwork. Skill application: Follow the leader.</p> <p><b>Skills</b> Head up and back straight Work off the balls of the feet Bending knees to push off and land</p> <p><b>Vocabulary</b> Direction Fluency Control Hopscotch Hop Zig zag Hop Skip Gallop</p>	<p><b>Knowledge</b> To be able to play competitive games with others. To use a variety of footwork. Discuss and review performance.</p> <p>Game:Rock, paper scissors. Skill: Footwork. Skill application: Matching pairs.</p> <p><b>Skills</b> Head up and back straight Work off the balls of the feet Bending knees to push off and land</p> <p><b>Vocabulary</b> Side step Combine Fluency Control Hopscotch Hop Zig zag Hop Skip Gallop</p>	<p><b>Knowledge</b> To be able to play competitive games with others. To be able to balance using one leg. Discuss and review performance.</p> <p>Game: Stuck in the mud Skill: Balance on one leg Skill application: Balloon balance</p> <p><b>Skills</b> Head up and still Tummy tight Keep your back straight</p> <p><b>Vocabulary</b> Balance Minimum wobble Focus Non-standing foot</p>	<p><b>Knowledge</b> To be able to play competitive games with others. To be able to balance using one leg. Discuss and review performance.</p> <p>Game: Stuck in the mud Skill: Balance on one leg Skill application: Mirror image on one leg</p> <p><b>Skills</b> Head up and still Keep tummy tight (core muscles) and back straight Using arms to help balance</p> <p><b>Vocabulary</b> Accurate Mirror Reflection Balance Core</p>	<p><b>Knowledge</b> To be able to play competitive games with others. To be able to balance using one leg. Discuss and review performance.</p> <p>Game: Stuck in the mud Skill: One leg Skill application: Balloon balancing</p> <p><b>Skills</b> Head up and still Keep tummy tight (core muscles) and back straight Using arms to help balance</p> <p><b>Vocabulary</b> Focus Still Accurate Balance Core</p>	<p><b>Knowledge</b> To be able to play competitive games with others. To be able to jump and land with care. Discuss and review performance.</p> <p>Game: Stepping Stones Skill: Jumping and landing Skill application: Develop Combinations (Jumping competitive)</p> <p><b>Skills</b> Keep your feet shoulder width apart Bend your knees on take off and landing Keep your head up</p> <p><b>Vocabulary</b> Bend Apart Jumping Landing Take off</p>

<b>Religious Education</b>						<p><b>Knowledge</b></p> <p><b>POS: <u>Why is the bible an important book for Christians?</u></b></p> <ul style="list-style-type: none"> <li>• Introduce the idea of the Bible as the 'big story' of God and his people</li> <li>• Familiarise the children with stories and people from the Bible (Include Christmas story)</li> <li>• Focus on the Old Testament as many of the Christianity units at KS1 focus on accounts from the life of Jesus, but exploring a range will help children get an idea of the 'beginning, middle and end' of the 'big' Bible story.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Recall names of people and what happened to them</li> <li>• Retell stories and identify which 'part' God plays in them</li> <li>• Suggest what Christians might learn from the stories</li> </ul> <p><b>Vocabulary:</b> Old/New Testament Moses Bible</p>
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