

Red Squirrels Year Two – 2015-16	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Chocolate Adventure		Everything Egyptian		Nelson and Norfolk	
English	<p>Stories with imaginary settings</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to learn from its structure, vocabulary and grammar <p>Instructions</p> <ul style="list-style-type: none"> - using simple organisational devices, such as headings and sub-headings 	<p>Explanation texts</p> <ul style="list-style-type: none"> - organising paragraphs around a theme <p>Poetry</p> <ul style="list-style-type: none"> - select and use appropriate registers for effective communication - participate in performances 	<p>Poetry</p> <ul style="list-style-type: none"> - gain and maintain the interest of the listener <p>Authors and letters</p>	<p>Recounts Stories with a historical setting</p> <ul style="list-style-type: none"> - link to history topic on Ancient Egypt - creating settings, characters and plots 	<p>Poetry</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally <p>Stories from other cultures</p> <ul style="list-style-type: none"> - creating settings, characters and plots 	<p>Information texts</p> <ul style="list-style-type: none"> - using simple organisational devices, such as headings and sub-headings - link with Nelson topic

<p>Science</p>	<p>Light (inc Working Scientifically)</p> <p>recognise that they need light in order to see things and that dark is the absence of light ♣ notice that light is reflected from surfaces ♣ recognise that light from the sun can be dangerous and that there are ways to protect their eyes ♣ recognise that shadows are formed when the light from a light source is blocked by an opaque object ♣ find patterns in the way that the size of shadows change.</p>	<p>Electricity (inc Working Scientifically)</p> <p>identify common appliances that run on electricity ♣ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ♣ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ♣ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ♣ recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Forces and magnets (inc Working Scientifically)</p> <p>compare how things move on different surfaces ♣ notice that some forces need contact between two objects, but magnetic forces can act at a distance ♣ observe how magnets attract or repel each other and attract some materials and not others ♣ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ♣ describe magnets as having two poles ♣ predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Forces and Magnets (inc Working Scientifically)</p> <p>compare how things move on different surfaces ♣ notice that some forces need contact between two objects, but magnetic forces can act at a distance ♣ observe how magnets attract or repel each other and attract some materials and not others ♣ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ♣ describe magnets as having two poles ♣ predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Animals including humans (inc Working Scientifically)</p> <p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ♣ identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Animals including humans (inc Working Scientifically)</p> <p>describe the simple functions of the basic parts of the digestive system in humans ♣ identify the different types of teeth in humans and their simple functions ♣ construct and interpret a variety of food chains, identifying producers, predators and prey</p>
<p>Geography</p>	<p>Locational knowledge – name/ locate countries, cities of the UK,</p>		<p>History link with Ancient Egypt -Describing aspects of Physical and</p>			<p>Place Knowledge-comparing a region of the UK, Europe and a region of N. or S. America.</p>

	skills, leading to performance.	skills, leading to performance.	skills, leading to performance.	skills, leading to performance.	skills, leading to performance.	skills, leading to performance.
DT	Construction -3D shapes from 2D (paper/card)		Textiles			
RE	Christianity Beliefs and Questions	Enquiring, exploring and evaluating -Comparison of Christianity beliefs and those of other religions.	Hinduism -Teachings and authority	Enquiring, exploring and evaluating -Religion in Ancient Egypt		
Computing	We are software developers -developing a simple educational game	We are network engineers - learning about how networks, including the internet operate.	We are communicators -thinking about the safe use of email	We are opinion pollsters -learning about some of the legal and ethical requirements for designing online surveys and processing data	We are toy designers -prototyping an interactive toy	We are musicians -producing digital music
Languages	Hello	In class	My body	Happy birthday	Animals	Family
ART	Drawing		Painting		Printmaking	

PSHE	Living in the Wider World	Living in the Wider World	Health and Wellbeing	Health and Wellbeing	Relationships	Relationships
PE	Team Games Tennis	Invasion Games Rugby/Football	Dance	Gymnastics	Golf/Cricket	Rounders/Athletics