



## Year 2

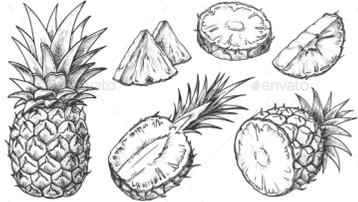
Topic/Theme	Autumn 1: Around the world	Autumn 2:Olympics	Spring: Rainforest	Spring: Land before Time	Summer: Lady with a lamp.	Summer: Life in a city
Knowledge Organiser	<a href="#">Y2 KO Aut 1</a>	<a href="#">Y2 KO Aut 2</a>	<a href="#">Y2 KO Spr 1</a>	<a href="#">Y2 KO Spr 2</a>	Y2 KO Sum 1	Y2 KO Sum2
MTP	<a href="#">Y2 MTP Aut 1</a>	<a href="#">Y2 MTP Aut 2</a>	<a href="#">Y2 MTP Spr 1</a>	<a href="#">Y2 MTP Spr 2</a>	Y2 MTP Sum 1	Y2 MTP
Stunning Start:	<p>Display world map, put photos of themselves for their home country.</p> <p>Learn the 7 continents through song.</p> <p>Carousel: Each class represents a country &amp; teaches about it.</p>	<p>Use different sports equipment as a stimulus.</p> <p>Invite sports celeb ( Liz)</p> <p>Have their own mini Olympic games.</p>	<p>Feely bag - Rainforest themed items - What do they think they are?</p> <p>Try tropical rainforest fruits delivered by a toucan. Describe them using senses</p> <p>Adopt an orangutan for the Year group. Write a letter to it/create a factfile for your orangutan.</p>	<p>Use special fx, egg, footprints &amp; create missing posters.</p> <p>Class survey - What's your favourite dinosaur? Make a pictogram</p> <p>Dress as paleontologists &amp; dig for dinosaur bones</p>	<p>Set up a hospital role play area.</p> <p>Make Florence Nightingale's paper lamp.</p> <p>Invite school nurses to talk about training and the job they do.</p>	<p>Compare 2 landmarks. Have you seen them before? Where do you think they might be?</p> <p>Listen to the anthems of both countries</p> <p>Look at the sovereignty of each country and where they live .</p>

English - Writing	Year 2 Suggested Progressive Sequence					
	A	B	C	D	E	F
	<b>A River</b>	<b>The Night Gardener</b>	<b>The Bog Baby</b>	<b>Grandad's Island</b>	<b>The King Who Banned the Dark</b>	<b>Rosie Revere</b>
						
	Writing Outcome & Writing Purpose					
	<b>Narrative:</b> Circular Narrative	<b>Narrative:</b> Setting Narrative	<b>Narrative:</b> Finding Narrative	<b>Narrative:</b> Return Narrative	<b>Narrative:</b> A Mistake Narrative	<b>Narrative:</b> Invention Narrative
	<b>Purpose:</b> To narrate	<b>Purpose:</b> To narrate	<b>Purpose:</b> To narrate	<b>Purpose:</b> To narrate	<b>Purpose:</b> To narrate	<b>Purpose:</b> To narrate
	<b>Recount:</b> Letter	<b>Recount:</b> Diary	<b>Instructions:</b> How to build a habitat	<b>Information:</b> Jungle Animals	<b>Information:</b> How to be a Regal Leader	<b>Explanation:</b> How a machine works
	<b>Purpose:</b> To inform	<b>Purpose:</b> To recount	<b>Purpose:</b> To instruct	<b>Purpose:</b> To inform	<b>Purpose:</b> To inform	<b>Purpose:</b> To explain
	Curriculum Topic Driver					
<b>Geography:</b> Rivers and Seas		<b>Science:</b> Living Things Habitats & Plants		<b>History:</b> Beyond Living Memory Great Fire of London		



Phonics	Phase 5	Phase 6	Phase 6	Phase 6	Phase 6	Phase 6
<b>Maths</b> (Statistics must link to a science topic & properties of shape should be Summer Term)	Number and place value (3 weeks)  Addition and subtraction (5 weeks)	Money (2 weeks)  Multiplication & Division (3 weeks)	Multiplication & Division (2 weeks)  Fractions (4 weeks)	Measurement: Length & height (2 weeks)  Geometry: Position and direction (2 weeks)	Problem solving (2 weeks)  Measurement: Time (2 weeks)	Measurement: Mass, capacity & temperature (3 weeks)  Geometry: Properties of shape (2 weeks)
<b>Science</b>	<b>Animals, including humans: Healthy me</b> Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.		<b>Materials</b> Identify, name and sort materials and learn about their properties. Distinguish between an object and the material from which it is made. Apply their reasoning as they compare a variety of materials according to the properties they identify through scientific exploration.	<b>Living Things and their habitat: Animal growth &amp; survival</b> Living in Habitat's scheme of work will help your child find out about different habitats and all the animals and organisms living within them.	<b>Plants</b> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	<b>Scientists &amp; inventors</b> - Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum. - Use simple equipment to observe closely, including changes over time. - Perform simple comparative tests. - Identify, group and classify. - Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns. - Gather and record data to help in answering questions including from secondary sources of information.
<b>P.S.H.E</b>	<b>Health and wellbeing</b> <ul style="list-style-type: none"> <li>Physical health and Mental well being</li> <li>Growing and changing</li> <li>Keeping safe</li> </ul>		<b>Relationships</b> <ul style="list-style-type: none"> <li>Families and friendships</li> <li>Safe relationships</li> <li>Respecting ourselves and others</li> </ul>		<b>Living in the wider world</b> <ul style="list-style-type: none"> <li>Belonging to a community</li> <li>Media literacy and digital resilience</li> <li>Money and work</li> </ul>	
<b>Geography</b>	<b>Autumn 1</b> In this topic the children will be using atlases and globes to locate 4 different countries and their		<b>Spring 1</b> Find out all about the location of a rainforest. Compare the climate differences of a rainforest and a desert, weather and vegetation.		<b>Summer 2</b> Children will learn about some human and physical features of cities and explore the purpose and some of the different landmarks in Edinburgh	



	capital cities. They will use basic geographical language to refer to physical features.		and Doha. There are also opportunities to compare cities and discover landmarks and coastlines your children probably never knew existed!
<b>History</b>	<p><b>Autumn 2</b> Over two thousand seven hundred years ago, the Olympics began. We will find information about Famous athletes. Eg. Roger Bannister/Usain Bolt Look at how the games have changed over the years. Ask and answer questions using specific sources.</p>	<p><b>Spring 2</b> We will gather facts about Mary Anning -One of the first female paleontologists. We will look at different sources to discover how evidence is collected. Focus on the three time periods of the Dinosaurs era: Triassic, Jurassic, and Cretaceous</p>	<p><b>Summer 1</b> Find out about Florence Nightingale's remarkable life as you journey through lessons about her youth, her famous voyage to Scutari, and the work she did there, as well as the work she did in her later years to improve nursing and hospital care.</p>
<b>Art</b>	<p><b>Autumn 2</b> <b>Printing and painting.</b> The process of creating artworks by <i>printing</i>, normally on paper. Children will use string to create their own printings of the Olympic rings.</p> 	<p><b>Spring 1</b> <b>Observational drawing - flowers and leaves</b> Understand the basics of sketching and learn the skills needed throughout the unit to draw their own. Experimenting with the visual elements; line, shape, pattern and colour. The children will be using leaves and flowers as their object and stimulus.</p> 	<p><b>Summer 1</b> <b>Artistic research</b> We will be learning about famous artists Van Gogh and Picasso and studying their techniques.</p> 
<b>DT</b>	<p><b>Autumn 1</b> <b>Cooking &amp; nutrition - fruit salad</b> Food (preparing fruit and vegetables) healthy eating as they explore a variety of fruits and vegetables, what they look like, taste like and feel like, as well as how to prepare fruits and vegetables through cutting, grating, peeling and more. They will then have the challenge of designing, making and evaluating their own salad or smoothie.</p>	<p><b>Spring 2</b> <b>Materials &amp; Textiles</b> Making their own dinosaurs. They will join fabrics by using running stitches and decorate their own dinosaurs.</p> 	<p><b>Summer 2</b> <b>Structures</b> Creating a freestanding structure; a structure that stands on its own foundation or base without attachment to anything else. This will be a building linked to 'Life in a City'</p>



<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>● Computer science</li> <li>● Information technology</li> <li>● Digital Literacy</li> <li>● E-Safety</li> </ul>	<p><b>iSafe</b></p> <p>● ●</p> <p>E-safety</p>	<p><b>iProgram</b></p> <p>● ●</p> <p>Creating simple animations</p> <p><b>Hour of Code</b></p>	<p><b>iSearch</b></p> <p>● ● ●</p> <p>Using the web to find things out</p> <p><b>Safer Internet Day</b></p>	<p><b>iPub</b></p> <p>● ●</p> <p>Creating interactive eBooks</p>	<p><b>iAnimate</b></p> <p>● ●</p> <p>Introduction to animation</p> <p><b>Digital Literacy Lesson</b></p>	<p><b>iBlog</b></p> <p>● ●</p> <p>Writing and responding using blogs</p>
<p><b>PE</b></p>	<p><b>Striking &amp; Fielding</b></p> <p>'Three balls in a bucket' and simplified cricket will be played as fun games to help develop the children's understanding of rules as well as coordination.</p>	<p><b>Invasion</b></p> <p>Teaching of basic skills to aid in the development of single participation invasion games with the objective of bringing in team based game opportunities over time.</p>	<p><b>Gymnastics &amp; Dance</b></p> <p>Balance and sequential performance in gymnastics. Creating sequence in dance, use of the body and beat to inform choreography.</p>	<p><b>Net &amp; Wall</b></p> <p>'Wall ball', volleyball skills and badminton skills will be introduced to help develop children's coordination and progression toward game based scenarios is desirable.</p>	<p><b>Swimming</b></p> <p>With the assistance of coaches from Hamilton Aquatics. Depending on the availability of the pool and Ramadan calendar.</p>	<p><b>Swimming</b></p> <p>With the assistance of coaches from Hamilton Aquatics. Depending on the availability of the pool and Ramadan calendar.</p>
<p><b>Music</b></p>	<p>Sing a song in a foreign language.</p> <p><b>Beat/Rhythm:</b> Reinforce the concept of beat through movement and playing Learn to read Ta, Ti-ti, Sh stick notation and play from it.</p> <p><b>Tempo:</b> Fast/slow/getting faster/slower To be able to play at different speeds and control the changes</p>	<p>Singing songs which reflect sporting and fairness values National anthems Compose their own Olympic piece of music</p> <p><b>Timbre/Texture/Structure:</b> Layering sounds</p>	<p>Stories and songs about the Rainforest Exploring timbre: Adding sounds to a song and/or story</p>	<p>The children explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by the myths.</p> <p>Songs about dinosaurs</p> <p>Saint-Saens: Fossils</p>	<p><b>Water - Pitch</b></p> <p>In this unit, the children sing and play a variety of pitch shapes, using movement and reading from scores. They create a class composition which describes the sounds and creatures of a pond.</p>	<p><b>Performance</b></p> <p>Explore and respond with movement to songs Learn to use musical vocabulary when describing music Combining steady beat and rhythms to accompany a song Listening and responding to contemporary orchestral music Playing an instrument game to practise steady beat at changing tempo. Preparing and improving a performance using movement, voice and percussion. Using instruments expressively</p>



<p><b>Arabic</b></p>	<p><b>Reading Topics:</b> My family, Beautiful house, my farm.</p>	<p><b>Reading Topics:</b> I love my school, How to do a card, and my teacher.</p> <p>In the end of the term there are assessments in Reading, writing and listening.</p>	<p><b>Reading Topics:</b> My hoppy, How to do a house from cardboard , friends of the environment</p>	<p><b>Reading Topics:</b> Types of sports on sport day, healthy food.</p> <p>In the end of the term there are assessments in Reading, writing and listening.</p>	<p><b>Reading Topics:</b> I love the sea , planting seeds</p>	<p><b>Reading Topics:</b> The four seasons, the festival day.</p> <p>In the end of the term there are assessments in Reading, writing and listening</p>
<p><b>Spanish</b></p>	<p><b>Let's talk</b></p> <p>This module takes place over the Autumn term and by the end, learners will be able to recognise Spanish sounds and spell from sound having learnt the alphabet and vowel sounds We will learn how to pronounce vowels and tricky consonants to help with speaking and reading of the basics such as introductions and colours.</p> <p><b>Grammar focus:</b> inexplicitly 1st and 2nd persons of verbs</p> <p><b>Assessment:</b> KUS Autumn term</p>		<p><b>When is your birthday</b></p> <p>This module takes place over the Spring term and by the end, learners will be able to say when their birthday is having learnt number and months.</p> <p><b>Grammar focus:</b> word order</p> <p><b>Assessment:</b> KUS Spring term</p>		<p><b>School</b></p> <p>This module takes place over the Summer term and by the end, learners will continue to look at tricky sounds and use this knowledge to be able to talk about school; what subjects they do, what they have in their pencil case and how they get to school.</p> <p><b>Grammar focus:</b> masculine and feminine words based on colour coding</p> <p><b>Assessment:</b> KUS Summer term</p>	
<p><b>Qatar History</b></p>	<p>The calendar and Identity. The children will order events into chronological sequence.</p>		<p>Identity- To identify and respect the differences and similarities between people.</p>		<p>The ruling family of Qatar. The focus will be on the Founder of Qatar.</p>	
<p><b>Cross-Curricular Writing Opportunities</b></p>	<p>English - Geography Writing a letter from the country you have visited. Diary of an athlete.</p>		<p>Science - plants and habitats (Rainforest/Land Before Time).</p>		<p>Art/History. Florence/Picasso</p>	
<p><b>Cross-Curricular Maths Opportunities</b></p>	<p>The different currency to the countries. Problem Solving Maths resources with an Olympics theme.</p>		<p>Rainforest (Measuring /weather/statistics) Land Before Time (Timelines)</p>		<p>History/ Maths Timeline (Chronological order) Science /DT (Materials)</p>	



<b>Trips, Visitors &amp; Enrichment Opportunities (Can we include an outdoor adventure visit)</b>					
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic related</b> Pizza hut	<b>Topic related</b> 3-2-1 Qatar Olympics & sports museum	<b>Topic related: Science</b> Katara- plants souq	<b>Cross Curricular</b> National museum	<b>Topic related</b> Visit from a Doctor.	<b>Cross Curricular</b> MIA Park