	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Fire Fire (History)	Cartoon Crazy (Art and ICT)	Pirates (geography)	Superheroes (DT, science, geography)	Seaside (Weather) (geography)	Queens and Castles (history)
	Curriculum Content: History To know events beyond living memory that are significant nationally To know the lives of significant individuals in the past Geography To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas DT To join 2D and 3D materials RE Understand that all humans are different Understand that all humans should be treated equally Recognise that humans have different belief Computing To identify the wider uses of technology beyond school. To identify personal/non-personal information	Curriculum Content: Art Develop skills of drawing- proportion - Introduce feathering. Develop skills in shading- cross hatching Creates pattern using different tools and colours Represents things observed, remembered or imagined, using colour/tools Explores the effect on paint of adding water, glue, sand, sawdust Experiments with different pastels using them to create different effects Repeating patterns, random or organised, with range of blocks Extends repeating patterns - overlapping, using two contrasting colours, using various materials Creates own stamping tool(s). Computing To edit the colour, size and type of font.	Curriculum Content: Geography To name and locate the world's seven continents and five oceans To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and	Curriculum Content: DT To mark out and cut fabric with some accuracy To use straight stitch To construct a vehicle with an axle Design a product by drawing what the finished product will look like Design a product identifying material which will be used To explain what was done well and what could have been done better. To evaluate against designs. RE Understand why some stories are sacred and important in religion Computing	Curriculum Content: Geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Can communicate simple facts learned through talk and drawings. Presents data in pictograms and tables Can use charts to compare (with support) Uuse simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and	Curriculum Content: History: Know 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 Know significant historical events, people and places in their own locality. DT Design a product by drawing what the finished product will look like Design a product identifying material which will be used To construct a winding mechanism To explain what was done well and what could have been done better.

	Science Identify and compare the sustainability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and card for particular uses. Find out how the shapes of solid objects made from some materials can be changed by materials can be changed by squashing, bending, twisting and stretching. ENRICHMENT: Visit from fire brigade Visit to Selly Manor	To use the mouse to change the position of the cursor in order to edit my work. To record my voice and add it to an animation. To use a template to make and electronic book (story creator) To save and retrievve my own work from a folder	oceans studied at this key stage **Art** Experiments with basic tools on materials such as clay. Create pinch pots Prints on fabrics Weaves paper, progressing from one to two colours **RE** Recognise places of worship in all religions Understand rules of religions in places of worship Identify routines in worship **Computing** I can add my own data to create a bar chart with labels. I can answer simple questions using a bar chart I can add text and images to a range of publications. I can locate a picture that has been captured	To understand what algorithims are To create detailed instruction. To control a beebot to move to a given position using a sequence of precise commands. To transfer and apply learning from a floor robot to an onscreen environment. To understand why my beebot may not reach its destination. I can predict the behaviour of a simple programme. Plants **Science** Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and suitable temperature to grow and stay healthy. Animals including humans	construct basic symbols in a key. (Flooding aerial photographs) **Art** Sorts according to specific qualities, e.g. warm, cold, shiny, smooth **RE** Understand why some stories are sacred and important in religion **Computing** To add my own data to create a bar chart with labels. To answer simple questions using a bar chart To collect information on a given subject To organise information into a card based database. To understand the terms field, record and data. To organise information data into a digital database.	To evaluate against designs **RE** Understand belonging and why belonging is important **Computing** To print my work to the correct printer. To check my work using the print preview tool. Living things and their habitats **Science** Explore and compare the differences between things that are living, dead and things that have never been alive. 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 plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro habitats

				on an I-Pad.		Science 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 shelter). Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. ENRICHMENT: Seaside Visit	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food. ENRICHMENT: Warwick and Kenilworth castle
				Plants Science To understand how an investigation is carried out To identify a fair test To follow instructions when carrying out a test To record observations and measurements To select basic appropriate equipment Curriculum Content: Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.			