

YEARLY ROLLING PROGRAMME FOR YEAR 2 BEECH CLASS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Mixtures and powerful potions. Materials that make our world. (Solids, liquids, gases, traditional tales). (Global) Being me in my world	Sound all around us! A world full of music and sound. (Music, sound, poetry focus). (Europe) Celebrating diversity	Swashbuckling Adventures (Historical focus, Marco Polo, Grace Darling, Cornwall link, materials) Coasts (International) Dreams and goals	A village through time... (Our village and school and changes within living memory. Materials Houses and homes over time) (locale) Healthy me	Cornish Castles, Fogous and legends. (Myths and Legends from Cornwall, Cornish castles and Fogous. Habitats) (locale) Relationships	Flutter, scuttle and squirm. (Life cycles, life processes). (locale) Changing me
Literacy FP -For pleasure class text.	FP- Roald Dahl's – George's Marvellous Medicine. Focus text - Magic Porridge Pot Reading – Retelling key stories. Structural organisers Vocabulary and meaning. Sequencing, explaining and summarising. Fiction	FP- The Pied Piper of Hamelin by Michael Morpurgo. Focus text – Steadfast Tin Soldier. Nursery rhymes and historical comparisons with story. Reading – similarities and differences Vocabulary and meaning and impact. Performance intonation, fluency and pace. Inference Fiction	FP – Mazy ad the Cornish Pirates by Peter Price. Focus text – Grace Darling and Diary examples. Reading – Skimming ad scanning for key information. Identifying evidence and justifying opinion. Vocabulary meaning and impact. Sequencing, explaining and summarising.	FP: Magical Faraway Tree. by Enid Blyton Focus Text-A Street through time. Letter examples. Rhymes and riddles. Reading – Skimming ad scanning for key information. Identifying evidence and justifying opinion. Structural organisers. Inference Fiction	FP – Combat at the castle: a knight in training. Book 5 Vivian French and David Melling. Cornish Folk laws. Focus Text - The Tunnel by Anthony Browne. Reading – Skimming ad scanning for key information. Cause and effect. Predictions.	FP- Olivia and Maro. The butterfly garden Cristina Craciun Focus Text - The boy who lost his bumble – Trudi Esberger Reading – Skimming ad scanning for key information. Cause and effect. Predictions.

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<p>Simple traditional story.</p> <p>Skills: Noun Phrases</p> <p>Using adjectives</p> <p>subordination (because) and co-ordination (but) to extend sentences.</p> <p>Time conjunctions (Adverbials)</p> <p>Non-Fiction</p> <p>Recipe writing</p> <p>Skills: Commands.</p> <p>Imperative verbs.</p> <p>Commas for Lists.</p> <p>Poetry</p> <p>Riddle Writing.</p> <p>Acrostic poetry.</p> <p>Skill: Rhyme.</p> <p>Alliteration.</p>	<p>Alternative ending to a traditional story.</p> <p>Skills:</p> <p>Using different forms of sentence, statement, question, exclamation and command.</p> <p>subordination (because) and co-ordination (but) to extend sentences.</p> <p>Using contractions.</p> <p>Alternative sentence starters.</p> <p>Adverbials</p> <p>Non-Fiction</p> <p>Newspaper Reports</p> <p>Skills: Speech</p> <p>Present and past tenses correctly including progressive form.</p> <p>Headings and subheadings.</p> <p>Poetry</p>	<p>Fiction</p> <p>Diary (Recount)</p> <p>Skills:</p> <p>subordination (because, when, if, that or) and co-ordination (but, and, or) to extend sentences.</p> <p>Using contractions.</p> <p>Writing in first person.</p> <p>Past tense.</p> <p>Non-Fiction</p> <p>Biographies</p> <p>Skills: Headings and subheadings.</p> <p>Present and past tenses correctly including progressive form.</p> <p>Range of punctuation.</p> <p>Direct speech.</p> <p>Poetry</p> <p>List Poems</p>	<p>Character descriptions</p> <p>Skills:</p> <p>subordination (because, when, if, that or) and co-ordination (but, and, or) to extend sentences.</p> <p>Noun phrases.</p> <p>Apostrophes for singular possession.</p> <p>Non-Fiction</p> <p>Letter writing.</p> <p>Skills: Persuasion.</p> <p>Present and past tenses correctly including progressive form.</p> <p>Range of punctuation.</p> <p>Paragraphs.</p> <p>Formal language.</p> <p>Poetry</p> <p>Baking Rhymes</p>	<p>Questioning settings and characters.</p> <p>Inference</p> <p>Fiction</p> <p>Dilemma story</p> <p>Skills:</p> <p>subordination (because, when, if, that or) and co-ordination (but, and, or) to extend sentences.</p> <p>Using contractions.</p> <p>Noun phrases</p> <p>Adverbials</p> <p>Persuasive sentence starters.</p> <p>Non-Fiction</p> <p>Newspaper report from the Castle of Rapunzel.</p> <p>Skills: Speech</p> <p>Present and past tenses correctly including progressive form.</p>	<p>Questioning settings and characters.</p> <p>Performance intonation, fluency and pace.</p> <p>Fiction</p> <p>Consequence story.</p> <p>Skills:</p> <p>subordination (because, when, if, that or)</p> <p>Speech</p> <p>Using contractions.</p> <p>Noun phrases</p> <p>Adverbials</p> <p>Non-Fiction</p> <p>Non chronological report and Film/book review.</p> <p>Skills: Headings and subheadings.</p> <p>Range of sentence types.</p> <p>Range of punctuation.</p>
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		Lyrics Skill: Syllables	Skill: Different types of sentences.	Skill: imperative verbs. Time conjunctions. Commas.	Headings and subheadings. Range of sentence types. Poetry Acrostic poetry Skills: Alliteration Adjectives Verbs Adverbs Commas	subordination (because, when, if, that or) Apostrophes for singular possession. Poetry Kenning poem Skills: Alliteration, verbs, adjectives and adverbs.
Maths	Place value Addition and subtraction Multiplication and division	Place value Addition and subtraction Multiplication and division Shape Geometry – Position and direction Measurement and money Statistics	Place value Addition and subtraction Multiplication and division	Place value Addition and subtraction Multiplication and division Shape Fractions	Place value Measurement - Time Addition and subtraction Multiplication and division Fractions	Place value Addition and subtraction Multiplication and division Measurement - Time Shape and Measurement
History	What is history?	When did music begin?	Significant historical people – Marco Polo,	Changes within living and events	Magnificent monarchs	Understanding time moves forward and

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	<p>Do we all have a history?</p> <p>Does the Earth have a history?</p> <p>Can history be forgotten?</p> <p>What is the difference between the past and history?</p> <p>How is history recorded?</p> <p>What types of evidence do we have?</p> <p>Democritus the Greek philosopher introduced the idea of the atom in 450B.C. However, the idea was essentially forgotten for more than 2000 years. John Dalton re-introduced the atom in 1800.</p>	<p>What were the first instruments?</p> <p>Why are so many composers from the classical period men?</p> <p>Graham Bell and the invention of the telephone.</p> <p>What does our modern digital world mean for music?</p>	<p>Grace Darling; Famous pirates</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Some should be used to compare aspects of life in different periods.</p> <p>Describe memories of key events in lives and develop a linear sequence.</p> <p>Know that photographs can be reconstructions and that history is explored through study and archaeology.</p> <p>Consider why writing can be a good historical source.</p>	<p>beyond memory within the local area; Significant people; Places and events in the local area.</p> <p>Understand the village looked different in the past.</p> <p>Understand people had different homes and resources in the past.</p> <p>Understand differences between ways of life at different times relating to homes.</p> <p>Know the school and village have a past and be able to give some details about its development.</p>	<p>Castles and castle life; Significant individuals – Isambard Kingdom Brunel, Chaucer considering medieval times/Anglo Saxons</p> <p>Feudal system, life, work and play from the Middle Ages.</p> <p>Sequence photographs from different periods.</p> <p>Understand time can be measured in small periods and larger periods.</p> <p>Compare pictures or photographs of people events in the past.</p> <p>Visit a museum.</p> <p>Legends and Myths Cornish Knockers – Observe, handle sources, answer questions about past</p>	<p>that people and places change. Revise time vocabulary. Hour, Day, week, month, weekend, fortnight, year, leap year, century.</p>
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					on the basis of simple observations.	
Geography	<p>Physical geography. What process shape and form the world.</p> <p>Make up of the globe</p> <p>Locational knowledge name and locate the world's seven continents and five oceans. (revision)</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Place knowledge. 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 (revision)</p> <p>use basic geographical vocabulary to refer to: key physical features,</p>	<p>Making sketch maps</p> <p>Place knowledge and revision of directional language.</p> <p>use 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.</p> <p>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</p> <p>Human and physical geography.</p>	<p>Using and making maps; Locational Knowledge; Directions</p> <p>Locational knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Ocean seas and coasts name and locate the world's seven continents and five oceans.</p> <p>use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>use world maps, atlases and globes to</p>	<p>Fieldwork in the local area; Human and physical features; Using and making maps; Aerial images</p> <p>(recap last years work on mapping school)</p> <p>Journeys to school</p> <p>Place knowledge.</p> <p>key human features, including city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork</p> <p>use 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.</p>	<p>Amazing structures around the world; Towers and bridges in the local area</p> <p>Significant places – royal residences</p> <p>Place knowledge.</p> <p>Villages, towns and cities.</p> <p>Why are castles built need rivers, coast and high places?</p> <p>Manmade features and natural features</p>	<p>Fieldwork</p> <p>Place knowledge.</p> <p>use 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.</p> <p>key human features, including city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and</p>

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	including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	use world maps, atlases and globes to identify the United Kingdom and Europe.	identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	use simple compass directions use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key		physical features; devise a simple map; and use and construct basic symbols in a key
Science	<p>Which stuff is stickier?</p> <p>What shape is a bubble?</p> <p>Investigate a range of everyday materials.</p> <p>Test different products.</p> <p>Carry out an investigation to make observations.</p> <p>Explore liquids. Observe change in bread making.</p> <p>Discuss changes in making ice-cream.</p> <ul style="list-style-type: none"> WS1 – Ask simple questions and recognise they can 	<p>Can water make music? How does a change in the level of water affect the sound?</p> <p>Investigate hearing.</p> <p>How can sounds be heard?</p> <p>How does the size and shape of ears change how we hear?</p> <p>How do seeds grow in winter?</p> <ul style="list-style-type: none"> WS1 – Ask simple questions and recognise they 	<p>Why do boats float?</p> <p>Can you find the treasure?</p> <p>Name materials and explore properties.</p> <p>Group properties.</p> <p>Explore which float and sink according to shape.</p> <p>Make simple circuits.</p> <ul style="list-style-type: none"> WS1 – Ask questions and recognise they can be answered in different ways. WS2 – Observe closely. 	<p>Can you make a paper bridge?</p> <p>Sort everyday materials.</p> <p>Think about material uses in connection to houses.</p> <ul style="list-style-type: none"> WS1 – Ask questions and recognise they can be answered in different ways. WS2 – Observe closely. WS3 – performing simple tests. WS4 – Identifying and classifying. 	<p>Dead, alive, never been alive.</p> <p>Habitats, micro-habitats, what do we need to stay alive.</p> <p>Growing.</p> <ul style="list-style-type: none"> WS1 – Ask questions and recognise they can be answered in different ways. WS2 – Observe closely. WS3 – performing simple tests. WS5 – use observations and ideas to suggest 	<p>Where do worms like to live?</p> <p>Where do snails live?</p> <p>What is the life cycle of the ladybird?</p> <p>Do insects have a favourite colour?</p> <p>How do plants grow?</p> <p>Life cycles.</p> <p>Food chains.</p> <ul style="list-style-type: none"> WS1 – Ask questions and recognise they can be

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<p>be answered in different ways.</p> <ul style="list-style-type: none"> • WS2 – Observe closely. • WS3 – performing simple tests. • WS5 – use observations and ideas to suggest answers to questions. • WS6 - Gathering, recording and communication data and findings with questions. • WS7 – Use scientific language and read and spell age-appropriate scientific vocabulary. <p>Everyday materials</p> <p>Talk about similarities and differences in relation to materials.</p> <p>EM2 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>EM3 – describe simple physical properties of a variety of materials. EM4 – compare physical properties.</p>	<p>can be answered in different ways.</p> <ul style="list-style-type: none"> • WS2 – Observe closely. • WS3 – performing simple tests. • WS5 – use observations and ideas to suggest answers to questions. • WS6 - Gathering, recording and communication data and findings with questions. • WS7 – Use scientific language and read and spell age-appropriate scientific vocabulary. <p>Animals including humans.</p> <p>AH4 – identify and name structures of the body and their association with senses.</p> <p>Plants</p> <p>P1, P2</p>	<ul style="list-style-type: none"> • WS3 – performing simple tests. • WS5 – use observations and ideas to suggest answers to questions. • WS6 - Gathering, recording and communication data and findings with questions. • WS7 – Use scientific language and read and spell age-appropriate scientific vocabulary. • WS8 – begin to notice patterns and relationships. <p>Everyday materials</p> <p>EM1, EM2, EM3, EM4,</p> <p>Uses of everyday materials.</p> <p>EM1, EM2.</p>	<ul style="list-style-type: none"> • WS5 – use observations and ideas to suggest answers to questions. • WS6 - Gathering, recording and communication data and findings with questions. • WS7 – Use scientific language and read and spell age-appropriate scientific vocabulary. <p>Everyday materials</p> <p>EM1, EM2, EM3, EM4,</p> <p>Uses of everyday materials.</p> <p>EM1, EM2.</p>	<p>answers to questions.</p> <ul style="list-style-type: none"> • WS4 _ Identifying and classifying. • WS6 - Gathering, recording and communication data and findings with questions. • WS7 – Use scientific language and read and spell age-appropriate scientific vocabulary. <p>Animals, including humans YR1</p> <p>AH2</p> <p>Living things and their habitats.</p> <p>LH1</p> <p>Plants</p> <p>P1, P2</p>	<p>answered in different ways.</p> <ul style="list-style-type: none"> • WS2 – Observe closely. • WS3 – performing simple tests. • WS5 – use observations and ideas to suggest answers to questions. • WS4 _ Identifying and classifying. • WS6 - Gathering, recording and communication data and findings with questions. • WS7 – Use scientific language and read and spell age-appropriate scientific vocabulary. <p>Animals including humans.</p> <p>AH1, AH2, AH3</p> <p>Living things and their habitats.</p>
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						LH1, LH2, LH3, LH4, LH5, LH6
Art	<p>Print; Food</p> <p>Repeat patterning, spacing, to use a range of materials creatively to design and make products. (food wrapping paper)</p> <p>Contrasting Landscapes; mixed media pictures and collages; Colour mixing;</p> <p>to use drawing, painting and develop and share their ideas, experiences and imagination.</p> <p>Use water well with a variety of paint, wax, ink. Understand how to blend and mix to create a variety of outcomes.</p>	<p>Large scale painting</p> <p>Music as a stimulus for art</p> <p>Ideas and imagery evoked</p> <p>Emotional response with variety of media</p> <p>Notating music in visual form understanding it is a fleeting form unlike visual art</p>	<p>Observational drawing; printing</p> <p>To develop technical drawing skills looking at selection of tools, line and detail.</p> <p>Considering scale and proportion.</p> <p>Drawing ships and exploring traditional maritime paintings.</p> <p>(votive paintings)</p> <p>Art of traditional sailors.</p>	<p>Famous local artists; creating views from the local area.</p> <p>Architecture of the village, drawing the characteristics of different homes, features of the church.</p>	<p>Sculpture using natural materials.</p> <p>Clay skills</p> <p>to use sculpture to develop and share their ideas, experiences and imagination. to use a range of materials creatively to design and make products.</p>	<p>Observational drawing; Model making.</p> <p>Rousseau</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>differences and similarities between different practices.</p>

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DT	<p>Food tasting; origins of food; healthy meals; following recipes; designing an outdoor kitchen.</p> <p>select from and use a range of tools and equipment to perform practical tasks</p> <p>explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p>	<p>Making percussion instruments</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>Mechanisms; structures</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>Making models, baking, making signs; designing buildings</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>	<p>Making models of towers, bridges and tunnels.</p> <p>Anish Kapur</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>evaluate their ideas and products against design criteria.</p>	<p>Origins of food and selecting natural materials.</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>select from and use a range of tools and equipment to perform practical tasks</p>
Music	<p>Charanga- Hands, Feet, Heart.</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes Play</p>	<p>Charangna – Ho, Ho, Ho</p> <p>Listen with concentration and understanding to a range of high-quality</p>	<p>Charanga – I wanna play in a band.</p> <p>Listen with concentration and understanding to a range of high-quality</p>	<p>Charanga – Zootime</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Charanga - Friendship song</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Charanga -Reflect, rewind and replay.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>

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	<p>tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>live and recorded music.</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>live and recorded music.</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
MFL	French – “Good Morning” and “Good afternoon”.	Christmas around the world – Learning Happy Christmas in different languages.	Spanish – “Good Morning” and “Good afternoon”.	Cornish – St.Piran’s Day Saying “Good Morning”	French – counting to ten	Spanish -Counting to 10.
RE	<p>Who is Jewish and how do they live?</p> <p>Hanukkah</p>	<p>Christianity INCARNATION</p> <p>Jesus as God in human form. Linked to nativity.</p> <p>Christmas</p>	<p>Who is Jewish and how do they live?</p>	<p>Christianity SALVATION</p> <p>Why does Easter matter to Christians?</p>	<p>Christianity</p> <p>Sacred places. What makes place sacred to believers?</p>	<p>Christianity GOSPEL</p> <p>What is the good news Jesus bringing?</p>

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PSHE	Jigsaw - Being me in my world	Jigsaw - Celebrating difference	Jigsaw - Dreams and goals	Jigsaw - Healthy me	Jigsaw - Relationships	Jigsaw – Changing me
PE	Gymnastics - Point balances Health Related Exercise	Dance Multi-skills	Gymnastics Outdoor and Orienteering	Dance Striking and Fielding	Football Multi-skills Balance ability	Athletics Multi-skills Blue Peter Sports badge
Computing	<p>Computing Systems and Networks –IT</p> <p>In this unit, learners will look at information technology at school and beyond, in settings such as shops, hospitals, and libraries. Learners will investigate how information technology improves our world, and they will learn about using information technology responsibly.</p>	<p>Creating media – Digital painting</p> <p>Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p>	<p>Creating Media – Making Music</p> <p>In this unit, learners will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.</p>	<p>Data and Information - Pictograms</p> <p>Learners will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.</p>	<p>Programming A – Robot Algorithms</p> <p>This unit develops pupils' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Pupils will use given commands in different orders to investigate how the order affects the outcome. Pupils will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as</p>	<p>Programming B - Quizzes</p> <p>This unit initially recaps on learning from the Year 1 ScratchJr unit 'Programming B – Programming animations'. Learners begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally,</p>

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					programs and debug them.	learners evaluate their work and make improvements to their programming projects.
<p>DRIVER 1</p> <p>To promote and celebrate <u>diversity</u> within the school culture and beyond. An “all welcome” ethos with strong consideration for exposure to images and role models which expand the pupils experience and</p>	<p>Revisiting “all welcome” ethos in school and diversity.</p> <p>We will consider the continents across the world learning about the key features of each.</p>	<p>Celebrating diversity Musicians and performers</p> <p>We will consider the diverse nature of the countries that make up the United Kingdom.</p> <p>We will celebrate difference and uniqueness.</p>	<p>Pirates who were women!</p> <p>Challenging stereotypes through fiction and Non-fiction. The night pirates.</p> <p>Grace Darling</p>	<p>Discuss moving into locale. Everyone welcome book and discuss migration.</p> <p>Understanding that not all homes look the same, but they have the same qualities.</p> <p>Mary Stackhouse</p>	<p>A comparison between another country and the UK to explore diversity, environment and values.</p> <p>Considering local traditions and stories that have different points of view.</p>	<p>Thinking about living things and how they are diverse.</p> <p>Considering how change happens overtime.</p>

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challenge stereotypes.						
<p>DRIVER 2</p> <p>To promote <u>mental health</u> for all with an emphasis on <u>outdoor learning</u> and immersion in natural environment.</p>	<p>Launching with the Worrysaurus to understand how to express our worries and relieve our worries.</p> <p>Outdoor messy pictures with the use of natural and bought products to promote the benefits of being outdoors and biophilia which supports cognitive function, physical health, and psychological well-being.</p>	<p>Outdoor performing arts</p> <p>Music in the environment</p> <p>The consideration of other people's situations at Christmas, creating artwork and cards for local people who don't have family near.</p>	<p>Historic enquiry outdoors.</p> <p>Outdoor science explorations to allow a connection to nature.</p>	<p>Outdoor learning in the village and local field work to build an understanding and appreciation of our local environment.</p>	<p>Outdoor visits to local mine and castles to build an understanding of traditions and historical events.</p> <p>Allotment and polytunnel to begin growing.</p>	<p>Outdoor learning at allotment, polytunnel and field. Field work weekly.</p>
<p>DRIVER 3</p> <p>To ensure exposure for all to events and learning with high <u>cultural capital</u>, especially for the pupil premium cohort.</p>	<p>Developing the children's understanding of equality and respect in the classroom where everybody is equal. We will consider the UN Rights of the child and create our own rules based around British Values.</p> <p>Expose to high level vocabulary and pre-teaching for pupils who</p>	<p>Theatre performance for Christmas through outdoor learning.</p> <p>Access to valued cultural information about the different areas of the United Kingdom and vocabulary relating to this.</p> <p>Finding out our country, county and city.</p>	<p>Considering that change happens, and some changes are outside of our control. To learn to identify those who are older that we respect.</p>	<p>Using our school Museum</p> <p>Creating a book based on geographical and historical studies of our local village. To understand change over time and how diverse our village is.</p>	<p>Access to valued cultural information about Britain and a contrasting country with vocabulary relating to this.</p> <p>Thinking about the Queens reign and change.</p> <p>Considering how Cornwall has changed through</p>	<p>Considering change and the living environment through artwork.</p>

YEARLY ROLLING PROGRAMME FOR YEAR 2 BEECH CLASS

	<p>need support with access.</p> <p>Quality texts available for all pupils and books to be promoted for all.</p> <p>Discuss and explore Bonfire night with links to London, historical events and safety.</p>				historical events and change.	
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