

Year 2		Topic – Lord Lever and Port Sunlight			Autumn 1	
<p><b>Context</b>                      This topic will introduce the children to the famous local person of Lord Lever who established the Soap Factory here in 1888. They will ask questions about him and his achievements, seeking answers through using simple information texts, photographs, paintings and a visit to Port Sunlight Heritage Centre. We will study the locality, identifying human and some physical features and use geographical skills to create a map and to be able to identify compass points. The chn will have the opportunity to sequence events from Lord Lever's life and learn about his involvement in Parliament as an MP. The science strand will focus on identifying, describing and comparing materials, included those used in the production of soap. They will test the effectiveness of liquid, powder &amp; bar soap on dirty materials and make soap using a simple kit. When the soap is made they will construct a soap box using a net to make a cuboid. In computing, the children will revisit E-safety and also develop their computing skills through celebrating what they have completed in the topic by creating a Pic Collage page on the i-pads. Each child will become an expert in South African music during our music lessons, focusing on a song hailing from South Africa called 'Hands, Feet, Heart.' They will learn about how influential Nelson Mandela was in his lifetime. The Rights and Responsibilities of Catholic Social Teaching will be addressed by reflecting on how all God's people have needs and the importance of sharing what we have with those in need. The RSE theme is 'Created and Loved by God.'</p>						
<p><b>Risk Assessment</b>                      1, Trip / visit to Port Sunlight; 2, Working Scientifically Soap Test: 3, Making Soap; 4, Safe use of scissors</p>						
Science Objectives Materials	Computing Objectives Communicating	Geography Objectives Human & Physical/ Skills and Fieldwork	History Objectives chron / knowl & interp / enq	DT Objectives Use of materials /construction	PSHE Objectives Being Me In the World	Music Objectives Hans, Feet, Heart Style - Afropop
<p>Use of everyday materials</p> <p>Describe physical properties of materials</p> <p>Find out how materials can be changed by stretching, bending etc.</p> <p><b>Working Scientifically</b></p> <p>Comparative Testing Which material stretches the most?</p> <p>Pattern Seeking Which type of soap makes the clothes cleanest?</p> <p>Observing Over Time How do different soaps change in one minute?</p>	<p><b>E- safety</b>                      Know how to take safe images and keep safe when typing personal details.</p> <p>Take effective and clear images using i-pad. Insert text and images into a page.</p> <p>Word process a piece of text using Pic collage.</p> <p>Alter text to add emphasis using bold, underline, colour etc.</p>	<p>Use basic geog vocabulary to refer to: <b>key physical features</b>, river, river bank, hill, landscape  <b>key human features</b>, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Use simple compass directions and locational and directional language (near and far; left and right), to describe the location of features on a map.</p>	<p>Research the life of a local famous person and recount their achievements.</p> <p>Use different sources for research: internet, information cards, photos, paintings, visit to local area.</p> <p>Use correct words and phrases when talking about the past.                      Sequence events in chronological order.</p>	<p>Use skills of cutting, folding, scoring to construct a soap box.</p> <p>Join different materials together to make a soap box.</p> <p>Evaluate finished artefact.</p>	<p>Hopes &amp; fears for the year.</p> <p>Rights &amp; Responsibilities.</p> <p>Rewards &amp; Consequences.</p> <p>Our Learning Charter</p> <p><b>Catholic Social Teaching</b>                      1, Rights and Responsibilities                      2, Live as a family &amp; community.</p> <p><b>RSE</b>  <u>Module 1</u>                      'Created and Loved by God.'</p>	<p><u>LISTENING/APPRAISING</u>                      To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.  <u>SINGING</u>                      Learn about voices singing notes of different pitches (high and low).  <u>PLAYING</u>                      Play the part in time with the steady pulse. Listen to and follow musical instructions.  <u>IMPROVISATION</u>                      Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).  <u>COMPOSITION</u>                      Learn how the notes of the composition can be written down and changed if necessary.</p>

<b>Year 2</b>	<b>Topic – Remembrance and Remembering</b>	<b>Autumn 2</b>
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**Context**  
 To commemorate the work and bravery of those who fought in WW1, Year Two will reflect upon what happened during these wars and the impact it had upon people's lives. Remembrance day will be marked as the children investigate the life of Walter Tull. They will also learn about the Christmas Day Truce of 1914 and the famous football match that happened. They will use different sources to gain an understanding of the events and interview a veteran and modern day member of the armed forces. To show respect and remember those who lost their lives, the children will create their own felt poppy in DT and use the themes of poppies/ soldiers to create commemorative artwork through printing and a silhouette picture. The Dignity of the Human Person of Catholic Social Teaching will be addressed by reflecting on how God created each of us to be unique and the importance of treating each other in a caring way.

**Risk Assessment**  
 1, DT- Using sewing needles, be mindful of upsetting nature of war.

<b>Science Objectives Materials</b>	<b>History Objectives Famous event</b>	<b>Computing Objectives Data retrieving / organising</b>	<b>DT Objectives Textiles</b>	<b>Art Objectives Printing</b>	<b>PSHE Objectives Celebrating Difference</b>	<b>Music Objectives Ho Ho Ho Style - Rap</b>
<p>To understand that some materials are natural and others have to be manufactured.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, <u>paper</u> and cardboard for particular use-- s</p> <p>To know that some materials are used to help us to keep warm.</p> <p><u>Comparative Testing</u></p> <p><i>Which material makes the strongest bridge?</i></p> <p><u>Research</u></p> <p><i>How are plastics made?</i></p> <p><u>Observing Over Time</u></p> <p><i>Which material keeps you warmest the longest?</i></p>	<p>Research and remember a historical event.</p> <p>Understand why we remember.</p> <p>Use words and phrases related to the passing of time Able to give reason why some things happened and the result if this.</p> <p>Understand how life is different today from that in the past.</p>	<p>. Find information from a website.</p> <p>Click and follow links on website.</p> <p>Know and follow procedures for safe searching.</p> <p>Know how to keep safe when on line.</p>	<p>Sewing</p> <p>Join and cut textiles to make a poppy.</p> <p>Talk about their choices and design ideas.</p> <p>Able to sew materials together.</p> <p>Evaluate sewing against their own success criteria and consider the views of others to improve their work</p>	<p>Create a print using pressing, rolling, rubbing and stamping.</p> <p>Create a print using ideas from designers.</p> <p>Create a commemorative piece of silhouette artwork.</p>	<p>Boys and Girls.</p> <p>Why does bullying happen?</p> <p>Standing up for myself and others.</p> <p>Making a new friend.</p> <p>Celebrating difference and still being friends.</p> <p><u>Catholic Social Teaching</u></p> <p>Dignity of the human person.</p> <p><u>RSE</u></p> <p><u>Module 1</u></p> <p>Created and loved by God</p>	<p><u>LISTENING &amp; APPRAISING</u></p> <p>To confidently know and sing five songs from memory.</p> <p><u>SINGING</u></p> <p>To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>To know why we need to warm up our voices.</p> <p><u>INSTRUMENTS</u></p> <p>Know the names of untuned percussion instruments played in class.</p> <p><u>COMPOSITION</u></p> <p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary</p> <p><u>PERFORMANCE</u></p> <p>Perform a song and add their ideas.</p> <p>Record the performance and say how they were feeling about it.</p>

Year 2		Topic – Owl Who Was Afraid Of The Dark			Spring 1
<p><b>Context</b>                      The story of the Owl Who Was Afraid of the dark will be the stimuli for this topic. The children will explore what animals and humans need to grow whilst exploring lifecycles and food chains. They will explore the difference between things that are living, never living and dead. Additionally, they will investigate the importance of exercise and healthy eating. The children will sketch and collage owls and also create a piece of artwork in the style of Steven Brown. This will also include creating digital images of owls using paint programs of the i-pad. Finally, they shall learn how to make a moving owl using mechanisms as part of their design and technology work. Catholic Social Teaching will help us to understand that we have an obligation to help the poor and vulnerable. The earth belongs to everyone, not just the rich.</p>					
<p><b>Risk Assessment</b>                      1, Use of split pins, scissors, when making moving owl / animal.</p>					
Science Objectives Animals inc Humans	Computing Objectives Organising	DT Objectives Mechanisms	Art Objectives Drawing / Sketching / Collage	PSHE Objectives Dreams and Goals	Music Objectives I Wanna Play in a Band Style – Rock
<p>To explore and compare the differences between things that are living, dead, and things that have never been alive                      To know that animals, including humans, have offspring which grow into adults.                      Able to find out about and describe the basic needs of animals, including humans, for survival (water, food and air).                      To Know about food chains.</p> <p><b>Working Scientifically</b>  <u>Identifying and Classifying</u>  <i>How would you group things to show which are living, dead, never been alive?</i>  <u>Research</u>  <i>What do you need to do to look after a pet dog/cat/lizard and keep it healthy?</i>  <u>Research</u>  <i>What foods do you need in a healthy diet and why?</i>  <u>Pattern Seeking</u>  <i>Which exercise has the most effect on my body?</i></p>	<p>Able to use different shape tools to draw.</p> <p>Use features of drawing program to add effects such as tone / tint / texture to digital image.</p>	<p>Think of ideas and plan what to do next.</p> <p>Choose best tools, materials and talk about their designs.</p> <p>Join materials together to make a moving part.</p> <p>Add design to their finished product.</p> <p>Develop ideas from starting points.</p> <p>Incorporate movement into model.</p> <p>Consider how to improve their construction.</p>	<p>Use three graded pencils and pastels to create different tones.</p> <p>Show pattern &amp; texture in their drawings.</p> <p>Select and use different materials on a collage and explain why they have used them.</p> <p>Create a piece of Art in the style of Steven Brown.</p>	<p>Goals to success.</p> <p>My learning strengths.</p> <p>Learning with others.</p> <p>Celebrating our achievement.</p> <p><u>Catholic Social Teaching</u></p> <p>Option for poor and vulnerable</p> <p><u>RSE</u></p> <p><u>Module 2</u></p> <p>Created to Love Others</p>	<p><b>LISTENING &amp; APPRAISING</b>                      To know five songs off by heart.                      To know some songs have a chorus or a response/answer part.                      To know that songs have a musical style</p> <p><b>SINGING</b>                      To confidently know and sing five songs from memory                      To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word).                      To know why we need to warm up our voices.</p> <p><b>INSTRUMENTS</b>                      Learn the names of the notes in their instrumental part from memory or when written down.                      Know the names of untuned percussion instruments played in class.</p> <p><b>COMPOSITION</b>                      Composing is like writing a story with music.                      Everyone can compose.</p> <p><b>PERFORMANCE</b>                      A performance is sharing music with an audience.                      A performance can be a special occasion and involve a class, a year group or a whole school.                      An audience can include your parents and friends.</p>

Year 2	Topic – China			Spring 2	
<p><b>Context</b>                      This topic will use the fiction text The Magic Paintbrush by Julia Donaldson, as a stimulus. The Magic Paintbrush retells an old Chinese folk story based on kindness and selfless acts. In Geography, the children will compare and contrast Wirral with China, using their physical and human geographical skills. We will use globes, atlases and virtual tours to help gain a greater, in-depth knowledge. In our science lessons, the children will have the opportunity to explore how plants grow from seeds and bulbs. They will carry out test to determine the best conditions for plant growth. In Art the children will use paper to sculpt an object that their magic paintbrush could create. We will look at famous British sculptors for inspiration. Finally, in Computing, the children will investigate the common uses of information technology in school, beyond and the benefits of IT. As part of our Faith Learning Journey, we will visit The Metropolitan Cathedral in Liverpool. Our Catholic Social Teaching will be based on stewardship of creation – knowing that the way we live and the choices we make affect the lives of others.</p>					
<p><b>Risk Assessment</b>                      1, Safety when exploring habitats. Use of CLEAPPS</p>					
Science Objectives Plants	Computing Objectives Control & programs	Geography Objectives Contrasting locality	Art Objectives Sculpture	PSHE Objectives Healthy Me	Music Objectives Zootime Style - Reggae
<p>Know the requirements of seeds and bulbs for germination, growth and survival.</p> <p>Know the processes of reproduction and growth in plants.</p> <p>Able to name a variety of plants in the school grounds.</p> <p>Able to sort and classify leaves</p> <p>Able to use data to make a block graph.</p> <p>Able to use data to find an answer to a question</p> <p><b>Working Scientifically</b>  <u>Comparative Test / Observing Over Time</u>  <i>Which conditions do seeds and bulbs grow best in?</i>  <u>Identifying and Classifying</u>  <i>How can we identify the plants in our school grounds?</i></p>	<p>Common and general uses of information technology in school.</p> <p>Common and specific uses of information technology we'd find in our public area</p> <p>Benefits of IT</p>	<p><b>Place knowledge</b>                      Able to find information about a geographical location using an atlas and google earth.</p> <p>Able to find out about a locality by using an Atlas. Able to describe a place outside Europe using geographical words (China)</p> <p>Able to describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley.</p> <p>To compare school life in China (Beijing) and the UK (my own school).</p>	<p>Look at a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>To use a range of materials creatively to design and make products</p> <p>To use sculpture to develop and share ideas and imagination</p> <p>To develop a wide range of art and design techniques in using texture, shape, form and space</p>	<p>To know what I need to keep my body healthy.                      To be able to show what relaxed means and know some things that make me relaxed.</p> <p>To understand how medicines work in my body and know how important it is to use them safely.</p> <p>To know the food groups and be able to sort foods into the correct food groups.</p> <p>I can decide which foods to eat to give my body energy.</p> <p>I can make some healthy snacks and explain why they are good for me.</p> <p><u>Catholic Social Teaching</u>                      Stewardship  <u>RSE</u>  <u>Module 2</u>                      Created to Love Others</p>	<p><b><u>LISTENING &amp; APPRAISING</u></b>                      To know five songs off by heart.                      To know some songs have a chorus or a response/answer part.                      To know that songs have a musical style.</p> <p><b><u>PLAYING</u></b>                      Learn the names of the notes in their instrumental from memory or written down.                      Know the names of untuned percussion instruments.                      To know why we need to warm up our voices.</p> <p><b><u>COMPOSITION</u></b>                      Composing is like writing a story with music.                      Everyone can compose.</p> <p><b><u>PERFORMANCE</u></b>                      A performance is sharing music with an audience.                      A performance can be a special occasion and involve a class, a year group or a whole school.                      An audience can include your parents and friends.</p>

Year 2		Topic – Lighthouses			Summer 1	
<p><b>Context</b>                      This topic will use the storybooks The Lighthouse Keeper as a stimulus. They will explore how to paint seascapes by mixing primary colours to make secondary colours and adding tint and tone. Building on this they will draw a lighthouse and add collage yachts using matchsticks and tissue paper. In design and technology the children will then learn how to make a wooden picture frame by measuring and cutting wood. They will add features to strengthen the structure, then add finishing touches to their design. The theme of the seaside will be developed by investigating what seaside holidays were like in the past. They will question family members about their memories and look at Edwardian seaside holidays. The famous person of Grace Darling will be investigated and the events of her life through research in computing. The science strand will be based on investigating Habitats in the school grounds and naming mini-beasts. They will also visit the Butterfly Park at New Ferry to enhance their learning. Our Catholic Social Teaching links to Relationships - Solidarity. We should help however and whoever we can, and thinking about our global neighbours. Our actions make a difference; we are all responsible for each other.</p>						
<p><b>Risk Assessment</b>                      1, Safe use of handling saw &amp; sandpaper; 2, Safe use of exploring habitats Use of CLEAPPS</p>						
Science Objectives  Habitats	Computing Objectives Data retrieving / organising	History Objectives Know / Interp / Enquiry	DT Objectives Construction	Art Objectives Paint and collage	PSHE Objectives Relationships	Music Objectives Friendship Song Style - Pop
<p>To identify and name animals in their habitats and describe why it's suited to that habitat, Able to use their observations to create tally charts and block graphs.                      Able to say what their data is telling them.                      Able to identify, classify and group animals based on a suitable habitat.</p> <p><b>Working Scientifically</b>  <u>Research</u>                      How does a habitat help an animal to survive?  <u>Pattern Seeking</u>                      Which trap will attract the most mini-beasts?  <u>Identifying and Classifying</u>                      How would you group these animals based on what habitat you would find them?</p>	<p>Use a website to find information.</p> <p>Create an ebook to show retrieval of information from websites.</p>	<p>Use words and phrases accurately to describe the past.</p> <p>Know some objects that belong to the past.</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Know how seaside holidays were different in the past by talking to an older person.</p> <p>Give examples of things different in their life to that of a Grandparent.</p>	<p>Measure and cut wood.</p> <p>Use different joining techniques to make a picture frame.</p>	<p>Mix paint to create all secondary colours.</p> <p>Mix and match colours to predict outcome.</p> <p>Make tints and tones by adding white / black.</p> <p>Use collage materials to add effect to paintings.</p>	<p>Families</p> <p>Keeping safe – exploring physical contact.</p> <p>Friends and conflict.</p> <p>Secrets.</p> <p>Trust and Appreciation.</p> <p>Celebrating my special relationships.</p> <p><u>Catholic Social Teaching</u> Solidarity</p> <p><u>RSE</u> <u>Module 3</u> Created to live in Community</p>	<p><b><u>LISTENING &amp; APPRAISING</u></b>                      To know five songs off by heart.                      To know some songs have a chorus or a response/answer part.                      To know that songs have a musical style.  <b><u>SINGING</u></b>                      Voices sing notes of different pitches                      Know different types of sounds can be made with voices.                      Know to find a comfortable singing position.                      Know to start and stop singing when following a leader.  <b><u>PLAYING</u></b>                      Know to treat instruments carefully and with respect.                      Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts.                      Play the part in time with the steady pulse.                      Listen to and follow musical instructions from a leader.  <b><u>COMPOSITION</u></b>                      Composing is like writing a story with music.                      Everyone can compose.  <b><u>PERFORMANCE</u></b>                      A performance is sharing music with an audience.                      Add ideas to the performance.                      Record the performance and say how they were feeling about it</p>

Year 2		Topic – Pirates on Tour				Summer 2	
<p><b>Context</b>                      The children will revisit the oceans and continents of the world, especially those that famous pirates may have travelled. We will use globes, atlases and virtual tours to help gain a greater, in-depth knowledge. We will explore what features a settlement needs and how to look after this environment. In Art, we will revisit practices and disciplines from artists we've learned about this year to create art work to support our play. DT lessons will focus on flavour in food technology, we will mix fruit juices to create a pirate potion and create a purposeful label for it including ingredients used. In PSHE, the children will be taught about their changing bodies and the correct terminology for body parts. Learning will also focus on transition into KS2. Through Catholic Social Teaching, we will explore the right that we all have to dignity. We will teach the children that every human person is made in the image and likeness of God and that this is a gift that we all share as human beings; our Creator – God, infinitely loves us all. God is present in every human person, regardless of religion, culture, nationality, orientation or economic standing. Each one of us is unique and beautiful. We are called to treat every person and every creature with loving respect.</p>							
<p><b>Risk Assessment</b>                      Trip – New Ferry Butterfly Park; Food Technology – use of knives and cookers;</p>							
Science Objectives	Computing Objectives	Geography Objectives	Art Objectives	DT Objectives	PSHE Objectives	Music Objectives	
Revision	Control & programs	Map Skills & Settlement	Practices and Disciplines	Food Technology	Changing Me	Reflect, Rewind and Replay	
<p>To answer questions based on Science learning from KS1.</p> <p>Address any gaps in their understanding.</p>	<p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Able to know the four countries making up UK and capital cities. Know capital cities of each.</p> <p>Able to name and locate the world's 7 continents and 5 oceans.</p> <p>To know the facilities that a settlement might need for people to survive.</p> <p>To know the jobs that people may need to do to support a settlement.</p> <p>To know and understand how humans can spoil a settlement.</p> <p>To know how humans can make a settlement better and improved.</p>	<p>Practices and disciplines from artists we've learned about this year to create art work to support our play 'The not so creepy crawlies'</p>	<p>Make choices based on flavour.</p> <p>Design a label for my fruit juice.</p> <p>I can evaluate. Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria</p>	<p>Recognise cycles of life in nature - the natural process of growing from young to old. Know that this is not controllable.</p> <p>Recognise how bodies change from being a baby, and know where on the continuum from young to old the children are.</p> <p>Recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts body are private. Understand there are different types of touch ones that we like, and do not like.</p> <p>Identify what I am looking forward to when I am in year 3.</p> <p><u>Catholic Social Teaching</u>                      Dignity                      RSE                      Module 3                      Created to live in Community</p>	<p>Revisit objectives taught throughout the year.</p> <p>Week 1- Hands, feet, heart</p> <p>Week 2 – Ho, Ho, Ho</p> <p>Week 3 – I Wanna Play in a Band</p> <p>Week 4 – Zootime</p> <p>Week 5 - Friendship Song</p> <p>Year 2 end of year production</p>	