



**RE: Can you tell what someone believes by the way they look?**

Understanding of what a symbol is – How they are used to represent different religions – 6 world religions.  
What is a religion? What is a belief?  
Importance behind each religious symbol.  
Focus on Hindu, Islam, Christianity,

Year 2

- Recognise that others' identity and experiences are important to them.
- Recognise and respond to examples of others' value, attitudes and commitments and share their own.

**History Lead question –**  
To know about the history of Green Lane, Manningham, local landmarks and amenities

**Skills**  
To use 1st and 2nd hand sources of evidence to pose / answer questions.  
Begin to understand different ways we can find out about the history of ourselves, our local area and local community.  
To identify how our local area has changed.

- To know when & why the Bradford City Football Club fire happened and why it spread.

To know the effects it had and changes that were made because of the fire

**Geography- where do we live?**  
To Know and identify the geographical features of Manningham (Human and Physical)  
To know that Manningham is part of the city of Bradford  
Carry out a local walk to identify amenities on Green Lane and Lumb Lane and identify what makes the community of Manningham  
A tour of the local area to visit the library, shops, and parks  
Describe places in relation to one another using compass points N,S,E,W  
Locate Green Lane and other landmarks on maps of different scales / types  
Devise simple maps using symbols to represent GL  
Know that the UK is made up of 4 countries each with a capital city and that Bradford is in England.

**Concepts**  
Local area can be represented using a map; using symbols to make it clear

Reading books:

Class Books  
On the Way Home  
Other Books  
Mr Men/ Little Miss  
Inside the Villain  
Little Red  
Trust Me, Jack's Beanstalk Stinks  
The True story behind the 3 Little Pigs

**English –**  
**Aut 1- Character Descriptions**  
**Cold – Description of a Super Hero (Year 1)**  
**Description of Classic Villain characters from Traditional Tales**

Y1 Skills	Y2 Skills
Use the range of punctuation taught in mostly correctly (capital letters, full stops and question marks must always be accurate) , ' ? ! " "	Use conjunction 'and' to join two ideas in a sentence. Use phonic knowledge to spelling words accurately according to phonic phase being taught.

**Vocabulary, Grammar and punctuation:**

**Aut 2 – INSTRUCTIONS**  
**Cold – HOW TO BRUSH YOUR TEETH – Use teeth brushing from Year 1 – use bus, tooth brush, paste**  
- **WAGOLL - Sandwich, fruit salad, cheese sandwich, salad, cous-cous salad, wraps**  
**Hot - Prepare own sandwich from choice of fillings, bread products and condiments. Write instructions for their own sandwich creation.**

**Art**  
Artist of the term: Picasso  
Describe what I can see and like in the work of an artist  
Ask sensible questions about a piece of art  
Create a piece of work in response to another artist's work.

**Skills**  
Create different tones using light and dark  
Show pattern and texture in drawings.  
Draw lines of different thickness using pencil  
Create a self portrait

**Sculpture**  
Create a self portrait from clay in the style of Picasso. Use basic shapes to represent facial features

**MATHS – properties of 2d shape**

**Skills – development of pencil grip,**  
Different width and length of lines, shade, tone thickness, shapes.

**Outcomes – self portrait – half photo half pencil – all black and white**

**Wallace and grommit - Morph**  
**Skills – to practise on plasticine rolling,**  
cutting mark making, pinching,  
**Outcome Picasso inspired clay self portrait – parents' event**

**Autumn1 Science Lead question – How can we look after ourselves and why is this important?**  
**Concept Development**  
All living things have basic needs that must be met in order to survive  
Knowledge  
Can I describe the basic needs of animals, including humans, for survival (water, food and air).  
I know the importance of exercise, hygiene and a balanced diet for humans – **DT design and create a healthy lunch**

- All animals, including humans use shelter as a form of protection. understanding of shelter. Home/nest/ shell/ burrow. Match different animals to their type of shelter.
- All living things need water / food and air – facts associated with these – how long to survive without water, food, air.
- How does water help your body? Food? Air? – brain
- Revisit Year 1 parts of the body, New learning - parts of the body on the inside – heart, lungs, muscles.
- What is exercise – and the benefits. Try out different exercise classes –
- Investigation about the effects of exercise – data collection increase heart rate before and after exercise.
- Build on year 1 knowledge about identifying types of food. Put together a well balanced lunch. Group different packed lunches as healthy / unhealthy. Pick something from each food group to make a packed lunch.

**Autumn 2 Science Lead question – How do we decide which material is used to make something?**  
**Concept development**  
Understand some materials are used for more than one thing eg. Metal can be used for coins, cans, cars  
Different materials have different properties which determine their use  
**Knowledge**  
Compare the uses of everyday materials in and around school with materials in other places (home/ visits etc) –  
Find similarities and differences in material properties –

**Thinking Scientifically**

Raise and answer questions that consider which materials/ properties make an object suitable or unsuitable for purpose

- Understand how to carry out a fair test
- Carry out close observations with some accuracy
- Evaluate the suitability of materials for different purposes - Record data and compare results to answer their questions

**PSHE:**  
**Link to Growth mind-set and learning**  
*Type of learner. Growth mindset. Year 2 responsibilities within school and out in the community. Being a good citizen. Classroom responsibilities. Where do I fit in? My personal strengths and talents. Who am I?*

**Health**  
To understand the importance of health & how to maintain personal hygiene.

**Identity**  
Understand that they belong to various groups and communities such as school, family, classes, year groups school , Manningham

**Risk**  
To consider good and not so good feelings, use appropriate vocabulary to describe their feelings to others. Begin to develop simple strategies for managing feelings.

**Relationships**  
To understand how to communicate their feelings to others, to recognise how others show feelings and how to respond.

**Health**  
To know how some diseases are spread & can be controlled and the responsibilities they have for their own health & that of others.  
To understand the safe use of medicines and about people who look after them