



HOLLYMOUNT SCHOOL – SYNOPSIS PLANNER – YEAR 2

	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
	This is me	My place, my time	Celebrate	Around the world		STEM	Those that came before	Social Enterprise
Science	<p>We are learning that animals including humans have offspring which grow into adults. We find out about the basic needs of animals for survival and also learn about the importance of exercise and nutrition for humans.</p> <p>Plants- We will learn how bulbs grow into mature plants (tulips).</p>		<p>We will identify and compare the suitability of a variety of everyday materials and their uses. We will discover how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Plants- We will describe how seeds and bulbs grow (wild garlic).</p>			<p>We will be using our knowledge of materials to create an object during the STEM Project.</p>	<p>We will explore and compare differences between things that are living, dead and things that have never been alive. We will also learn about the habitats to which some animals are suited and how different habitats provide for their basic needs. We will also find out about microhabitats. We learn about simple food chains and different sources of food.</p> <p>Plants- We will find out what plants need to grow and stay healthy (cornflower).</p>	
History			<p>We will be learning all about the Great fire of London. We will look at where it started, how it started, spread and how it was extinguished. We will also look at lessons that were learnt from this and objects that have been used as clues to piece together events in the past.</p>				<p>Seacole, Nightingale, Cavell</p>	
Geography		<p>We will be studying our local area and creating various maps to support our learning. We will study London in more detail and compare with our local hometown whilst consolidating our knowledge of seasons and weather patterns.</p>			<p>Jamaica – comparing UK to a non-European country.</p>			
Art	<p>We will focus on the use of line, exploring dark, light, and thicknesses by changing pencil angles and pressure. We will use these techniques to produce a self-portrait in the style of Anthony Browne.</p>		<p>Painting Painting - Stephanie Peters</p>		<p>Printing - Jamaica</p>			
Music	<p>We will be exploring how music helps us to make friends. We will be using our listening skills to identify patterns in music. The children will be clapping, playing back and creating their own simple patterns.</p>		<p>We will be exploring how music helps us tell stories about the past and present. We will be looking at how fast or slow they music is played (Tempo) and how loudly or softly music is played (Dynamics).</p>		<p>Exploring feelings through music. How music makes the world a better place. We will be looking at how listening, participating in and performing music supports our wellbeing, sense of community, and impact on society. We will explore a range of pieces and explore how it makes us feel.</p>	<p>This topic will be looking at how music is a form of storytelling and how musicians use music to talk about their lives and events happening around them. We will be exploring pieces of music that are shared by communities of people, such as National Anthems.</p>	<p>We will be exploring how our body might show movement to music, including tapping our feet, clicking our fingers, and bobbing our heads or whole-body movements. Music can have a large effect on our moods and can improve how we feel daily.</p>	<p>We will be exploring how music comes from nature and how all instruments are made from the resources around us. Music is inspired by sounds around us and we will show this through our improvisations.</p>
D&T	<p>We will explore where our food comes from including countries of origin. We will look at different ingredients and whether they come from plants or animal. We will taste test some foods before designing our own healthy pizzas.</p>					<p>Structures & Mechanisms</p>		<p>Textiles</p>
Computing	<p>We will use the search facility to make safe searches online. We will open and send simple online communications using email and discuss our digital footprints.</p>		<p>We will explore, design, and create computer programs using simple algorithms. We will test, debug and modify simple programs.</p>		<p>We will use 2calculate image, lock, move cell, speak and count tools to make a counting machine. We will use a spreadsheet for money calculations.</p>	<p>We will explore how a story can be presenting in different ways and make a quiz about a story or topic. We will make a fact file on a non-fiction topic and make a presentation to the class.</p>	<p>We will compare the outcome of following or not following instructions when completing tasks. We will follow instructions when completing tasks. We will follow and create simple instructions and consider how the order of instructions affects the result.</p>	<p>We will use, create and debug a set of instructions using direction keys. We will explore how to change and extend an algorithm and set challenges for our friends.</p> <p>We will use our prior knowledge of a range of computing software to create a promotional advert.</p>
PSHE	<p>We will be learning that families are composed of different people who offer each other care and support, and that we all show our own feelings and how we</p>		<p>We will be learning about the importance of exercise and relaxation on physical health and wellbeing. We will look into strategies to manage different emotions, setting goals and developing a growth mindset.</p>		<p>We will develop an understanding of safety on roads, medicines and online. We will identify differences between secrets and surprises, and learn the meaning of privacy.</p>		<p>We will explore rules outside school, how to care for the school and local environment and the roles of people within the local community.</p>	<p>We will learn how to look after money, where it comes from and why we use banks and building societies.</p> <p>We will prepare for our transition to Year 3 and the changes that may come with this move.</p>



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	can respond to these.					
RE	We will identify key Muslim beliefs about God, and introduce the idea that Muslims believe in Allah as the one true God. We will explore how this belief is important for Muslims, as well as consider the ninety-nine names of Allah and what they mean.	We will explore the story of Jesus' birth and why Jesus is important for Christians. We will identify how Christians remember this and discuss what we personally have to be thankful for and give reasons for our ideas.	We will learn how Muslims use stories about the Prophet Muhammad to guide their beliefs and actions. We will think, talk and ask questions about Muslim beliefs and ways of living, including prayer.	We will explore the stories of Holy week and Easter from the Bible and link this to the idea of Salvation. We will think, talk and ask questions and explore how Christians show their beliefs in church worship at Easter.	We will read a range of stories from the Bible with a focus on 'good news' and 'Gospel'. Through this we will recognise that Jesus gives instructions to people about how to behave and consider how we can learn from this.	We will identify the special places that people go to worship such as churches, mosques and synagogues as part of a community and talk about how they worship. We will also look at objects used in worship across different religions and think about how these objects bring them closer to God.
PE	Dance		Swimming	Swimming / Multi-skills	Athletics	
	We will learn about different dance styles. We also will work in small groups to copy and explore different movements and put them into a sequence. We will begin to add fluidity between movement sequences and use shape formations (make a circle, stand in a v shape etc.)					
	Multi-skills: Throwing & Catching		Gymnastics	Gymnastics	Multi-skills: Striking & Fielding	Outdoor Adventurous Activities
	We will master our throwing and catching skills, such as aiming at a moving target, using a range of weighted balls. We will develop our balance, agility and co-ordination skills, and begin to apply these in a range of activities and games.					