



Year 2

Learning Journey

Reading

Writing

Mathematics

Science

Computing

D-STEM

Humanities

RE

PSHE-RHE

Art

PE

Music

Phonics

Autumn 1	ay ou ie ea <i>(Oh, Mrs, Mr)</i>	oy ir ue (<i>glue</i>) ue (<i>queue</i>) <i>(people, are)</i>	a-e, e-e i-e o-e <i>(called, by)</i>	u-e (<i>flute</i>) aw wh 'i' as ie (<i>tiger</i>) <i>(could)</i>	'u' as ue (<i>unicorn</i>) 'a' as ai (<i>baby</i>) ew 'y' as ee (<i>happy</i>) <i>(their)</i>	oe 'ow' as oh (<i>snow</i>) ie (<i>shield</i>) 'y' as i (<i>dry</i>) <i>(there)</i>	review
Half Term							
Autumn 2	'o' as oa (<i>no</i>) 'ea' as (<i>bread</i>) 'g' as j (<i>gem</i>) C as s <i>(Asked, our)</i>	ph Words end in -le Words end in -ve Words end in se, ce <i>(looked, house)</i>	ey 'ou' as oo (<i>soup</i>) Ze 'o'/'o-e' as u (<i>love</i>) <i>(School, today)</i>	'or' as er (<i>manor</i>) 'ear' as er (<i>Earth</i>) 'ch' as c (<i>school</i>) 'ch' as sh (<i>chef</i>) <i>(Here, where)</i>	'a' as ar (<i>bath</i>) 'a' as o (<i>swap</i>) 'ou' as oa (?) 'ey' as ai <i>(Love, once)</i>	's' as zh are (<i>share</i>) au <i>(ask, friend)</i>	Ear/ere (<i>air</i>) Ti / si/ cias /sh wr Ore / augh /aur <i>(pull, push, full)</i>
Christmas Holidays							
Spring 1	-tion -sion	-cian un-	-est -er	-ness -ful	-less -ly	Assessments gaps	Assessments gaps
Half Term							
Spring 2	-ment	Kn, gn Wr, r	Drop the e for suffixes	ge or dge	How w and qu change a, ar and or	Swapping y for i	
Easter Holidays							
Summer 1	ey for ee	Words ending le, el, al, il	C making s	zh	-ment, -ness, ful, less	How can I show missing letters in a word	
Half Term							
Summer 2	Ti / sh	Possessive apostrophe	When to swap, drop or double with suffixes				
End of the Year							

Reading

Autumn 1						
Half Term						
Autumn 2						
Christmas Holidays						
Spring 1	Fiction: Hansel and Gretel	Non – Fiction: Women In Science Fact File	Fiction: Ronald the Rhino	Non – Fiction: Amazing Antarctica	Non – Fiction: Shark Fact File	Mental Health Week Non – Fiction Texts
Half Term						
Spring 2	Fiction: The Tortoise and the Hare Non-Fiction: Hedgehogs fact file	Poetry: The Midnight Skaters Poem Crazy at the Zoo Poem	Fiction: Matilda	Fiction: Fantastic Mr Fox	Poetry: Sunflower Poem Newspaper article Non Fiction Text	Instructions Roald Dahl Biography Non –Fiction: Sea Turtles
Easter Holidays						
Summer 1	Fiction: Jungle Book	Poetry: Butterfly poem Non Fiction text: Leopards	Non- Fiction texts: Festivals and celebrations	Fiction: The Boy and The Rainbow Non- Fiction: Plastic Pollution	Fiction: Chapter book	Non- Fiction: Ducks and fossils
Half Term						
Summer 2	Non-Fiction text: All about the internet	Fiction: The Undersea Cleaning Spree	Non-Fiction: Mae Jemison	Non- Fiction: Otters Fact File	Non – Fiction: Wimbledon Tennis and Rainforests	Fiction: Story
End of the Year						

Writing

Text						
	Stories from other cultures					
<u>Autumn 1</u>	Sequencing a story (Lila and the Secret of Rain)	Setting description (Pattan's Pumpkin)	Writing a list (Pattan's pumpkin)	Writing poetry (Joseph Coehlo)	Writing instructions	Writing instructions
Half-Term						
	Twisted Tales					
<u>Autumn 2</u>	Writing fairy tales inspired by a stimulus (The Clock Tower)	Writing a setting description Varying sentence starters	Using subordinating conjunctions Writing from a character's perspective (Princess and the Pea)	Writing a diary entry	Using coordinating conjunctions	Writing a missing poster, using ENP (The Snow Bear)
Christmas Holidays						
	Text					
<u>Spring 1</u>	Speech	Book review of Most Important Animal of all using speech	Persuasive features and punctuation	Persuasive letter	Non-chronological report features and research	Non-chronological report
Half Term						
	Text					
<u>Spring 2</u>	Inference and character description (Charlie and the chocolate factory)	Rhyming and chocolate poem	Setting description	Setting description	Persuasive letter	Persuasive letter
Easter Holidays						
	The Twits					
<u>Summer 1</u>	Write a character description (The Twits)	Writing instructions using adverbials for time and imperative verbs	Alternative beginning	Playscript	Playscript	Comic strip
Half-Term						
	Writing inspired by Space					
<u>Summer 2</u>	Writing to inform	Writing to inform	Postcard	Poetic writing	Alternative ending	Alternative ending
End of the Year						

Mathematics

Mathematics		
Autumn 1	Number: Place Value	Number: Addition and Subtraction A
	To recap counting in objects to 100.	To be able to count forwards and backwards in 2s, 5s and 10s.
	To recap recognising ones and tens using a part-whole model.	To recap on number bonds to 10, 20 and 100.
	To recap recognising ones and tens on a place value chart.	To be able to add and subtract ones for a given number.
	To be able to partition numbers to 100.	To investigate adding and subtracting ones for a given number.
	To investigate partitioning numbers to 100.	To be able to add and subtract three 1-digit numbers together.
	To be able to write the numbers to 100 in words.	To investigate adding and subtracting three 1-digit numbers together.
	To recap recognising ones and tens on a number line.	
	To be able to order and compare numbers on a number line.	
	To be able to order and compare larger numbers.	
End of unit assessment for place value.		
Half Term		
Autumn 2	Number: Addition and Subtraction B	Geometry: Shape
	To be able to add using a formal method, without carrying.	To recap on recognising and sorting 2D and 3D shapes.
	To be able to add using a formal method, with carrying.	To investigate the properties of 3D shapes (faces).
	To be able to subtract using a formal method, without carrying.	To investigate the properties of 3D shapes (edges and vertices).
	To be able to subtract using a formal method, with carrying.	To be able to identify lines and symmetry within shapes.
	To investigate adding 10 more and 10 less to a number.	To investigate lines of symmetry in shapes.
	To be able to solve mixed addition and subtraction questions.	End of unit assessment for
	To explore missing number problems.	
	To apply my learning of addition and subtraction to solve problems.	
	End of unit assessment for addition and subtraction.	

Mathematics

Mathematics		
Spring 1	Number: Money	Number: Multiplication and Division
	To recap recognising coins and notes.	To recap on recognising, making and adding equal groups.
	To explore counting in pounds and pence.	To be able to write a multiplication sentence.
	To be able to select coins and notes to make an amount.	To explore using arrays.
	To investigate making amounts of money using coins and notes.	To explore using arrays to make equal groups and to share.
	To investigate comparing amounts of money.	To be able to recall facts for the 2, 5 and 10 times tables.
	To be able to calculate with money.	To be able to recall division facts for the 2, 5 and 10 times tables.
	To explore making the pound.	To explore doubling and halving.
	To explore finding amounts of change.	End of unit assessment for multiplication and division
	To apply my learning of using money to solve multi-step problems.	
Half Term		
Spring 2	Measurement: Length and Height	Measurement: Mass, Capacity and Temperature
	To explore measuring in centimetres and metres.	To explore comparing masses.
	To investigate comparing lengths and heights.	To be able to measure in grams and kilograms.
	To be able to order lengths and heights.	To calculate using measurements of mass.
	To calculate using measurements of length and height.	To investigate comparing capacity and volume.
	End of unit assessment for length and height	To be able to measure in millilitres and litres.
		To calculate using measurements of capacity and volume.
		To understand and explore how to measure the temperature.
	End of unit assessment for mass, capacity and temperature.	

Mathematics

Mathematics			
Summer 1	Number: Fractions	Measurement: Time	
	To explore parts of numbers and whole numbers.	To explore telling the time to o'clock and half past.	
	To explore equal and unequal parts of a number.	To be able to tell the time, using quarter past and quarter to.	
	To be able to recognise and find a half.	To be able to recognise how many minutes to and how many minutes past the hour.	
	To be able to recognise and find a quarter.	To be able to tell the time to the nearest 5 minutes.	
	To be able to recognise and find a whole.	To be able to recall how many minutes in an hour.	
	To explore unit fractions.	To be able to recall how hours in a day.	
	To explore non-unit fractions.	End of unit assessment for time.	
	To investigate the equivalence between halves and quarters.		
	To be able to recognise and find three quarters.		
	To be able to count up in fractions to make a whole.		
	End of unit assessment for fractions.		
Half Term			
Summer 2	Statistics	Geometry: Position and Direction	Consolidation in preparation for Year 3
	To explore using tally charts to record data.	To explore the language of position and direction.	
	To make my own tally chart.	To be able to describe the movements of an object, using the language of position and direction.	
	To be able to interpret information from tally charts.	To be able to describe how an object turns, using the language of position and direction.	
	To be able to interpret information from a table.	To apply the language of position and direction to spot patterns and solve problems.	
	To be able to interpret information from a block diagram.	End of unit assessment on position and direction.	
	To explore using pictograms to record data.		
	To be able to interpret information from a pictogram.		

Science

Autumn 1							
EQ: Are the basic needs of all animals the same?	Animals, Including Humans						
	To explain what the role of a scientist means to me.	To understand the basic needs of all animals.	To compare the needs of different animals.	To identify the life cycle of different animals.	To observe animals in our natural environment.	Assessment: Are the basic needs of all animals the same?	
Half Term							
Autumn 2							
EQ: Which material would allow a car to travel the quickest?	Materials						
	To identify materials and think about their uses.	To know that some materials occur naturally and some do not and are man-made	To design and conduct an investigation of the properties of materials.	To compare the suitability of materials for different uses.	To investigate the stability of materials.	To investigate how objects move on different materials.	Assessment: Which materials would allow a car to travel the quickest?
Christmas Holidays							
Spring 1							
EQ: What is the best design for a bug hotel?	Living Things and Their Habitats						
	To compare the difference between things that are living, dead and have never been alive	To understand how animals and plants are dependent on their habitats.	To understand how animals and plants are connected in a food chain.	To identify the habitats of different living things	To identify different microhabitats (Link to D-STEM and Outdoor Learning)	To design a bug hotel for our wildlife area (Link to D-STEM and Outdoor Learning)	Assessment: What is the best design for a bug hotel?
Half Term							
Spring 2							
EQ: How can we keep ourselves healthy?	Humans, Including Animals						
	To understand what changes happen when a baby grows into an adult.	To understand the basic need of a human baby.	To identify and categorise food into their food groups.	To design a healthy meal from different food groups.	To understand the importance of exercise in keeping us healthy.	Assessment: How can we keep ourselves healthy?	
Easter Holidays							
Summer 1							
EQ: What are the best conditions for plants to grow?	Plants						
	To design an investigation to test what plants need to stay healthy.	To conduct an investigation to test what plants need to stay healthy.	To evaluate our investigation into what plants need to stay healthy.	To apply my learning to successfully grow a cress plant.	To identify the different parts of a plant.	To understand the way different plants disperse their seeds.	Assessment: What are the best conditions for plants to grow?
Half Term							
Summer 2							
EQ: What is the strongest way to build a paper bridge?	Materials						
	To investigate the which material is the bounciest.	To investigate which fabric stretches the most.	To investigate the rigidity of materials.	To investigate the durability and toughness of materials.	To investigate which paper is the strongest.	To apply my understanding of materials to build a paper bridge strong enough to hold a toy car.	Assessment: What is the strongest way to build a paper bridge?
End of the Year							

Computing

<u>Autumn 1</u>	Unit 2.2 – Online Safety			Unit 2.3 - Spreadsheets		
	To know how to refine searches and to share work safely	Introduce email as a communications tool and to send simple communications	To understand what a digital footprint is and how to stay safe online	To review prior use of spreadsheets	To use copy and pasting totaling tools	To use a spreadsheet to add amounts
<u>Half Term</u>						
<u>Autumn 2</u>	Unit 2.1 - Coding					
	To understand what an algorithm is	To compare objects, use a button object, use a repeat command and timer command	To know what debugging means and to debug simple programs	To create programs using different objects with limited behaviours	To apply my coding knowledge to create a more complex program	
<u>Christmas Holidays</u>						
<u>Spring 1</u>	Unit 2.4 - Questioning					
	To show that information on a pictogram is limited	To use YES or NO questions to separate information	To construct a binary tree to separate items	To use 2Question (a binary tree) to answer questions	To use a database to answer more complex questions and use a search tool	
<u>Half Term</u>						
<u>Spring 2</u>	Unit 2.6 Creating Pictures					
	To be introduced to 2Paint A Picture	To recreate a pointillist piece of artwork on 2Paint	To recreate a Mondrian piece of work using Lines template	To recreate a William Morris piece of work using Patterns template	To explore surrealism on eCollage	
<u>Easter Holidays</u>						
<u>Summer 1</u>	Unit 2.5 – Effective Searching			Unit 2.7 – Music Making		
	To understand terminology associated to searching	To gain a better understanding about searching the internet	To create a leaflet to help someone searching the internet	To be introduced to making music digitally on 2sequence	To add sounds to a tune they've already created to change it	To upload a sound from a sound bank and record
<u>Half Term</u>						
<u>Summer 2</u>	Unit 2.8 – Presenting Ideas					
	To explore how a story can be presented	To make a quiz about a story	To make a fact file on a non-fiction topic	To make a presentation to the class		
<u>End of the Year</u>						

D-STEM

Autumn 1

Designing and making a peg model of a famous person from history (linked to History Enquiry Unit)

Half Term

Autumn 2

Design and create a model of a London landmark (Link to Geography Enquiry, Science and Outdoor Learning)

Christmas Holidays

Spring 1

Designing and making a chocolate wrapper (linked to English)

Half Term

Spring 2

Designing and making a healthy meal (linked to Science)

Easter Holidays

Summer 1

Designing and making a personalised keyring (linked to Art Textiles Unit)

Half Term

Summer 2

Designing, making and testing a floating model boat (linked to History Enquiry)

End of the Year

Humanities

Autumn 1						
EQ: Who is Mary Seacole and why should she be remembered?	LO: To explore what makes someone significant.	LO: To explore the role of nursing, and how it has changed through history.	LO: To investigate who is Mary Seacole is and why is she well-known?	LO: To learn about the lives of Florence Nightingale and Edith Cavell, and compare them to the life of Mary Seacole.	LO: To explore the impact that Mary Seacole has had on nurses today.	LO: To demonstrate my understanding of who Mary Seacole is and why she should be remembered.
Half term						
EQ: What's special about the geography of London?	LO: To explore London on a map and describe it's location in the world.	LO: To identify the key physical geographical features of London.	LO: To identify significant landmarks in London on a map.	To learn how to use compass points to navigate between significant landmarks in London.	LO: To explore how the geography of London makes it a special place to live.	LO: To demonstrate my understanding of what's special about the geography of London.
Christmas						
EQ: Was London a better place to live in before or after the Great Fire?	LO: To learn about what happened in the Great Fire of London and explore how do we know?	LO: To explore why the Great Fire of London was so devastating.	LO: To explore which artefacts were used in the Great Fire, and compare them to our modern fire service.	LO: To learn about how London was rebuilt after the Great Fire.	LO: To identify how homes and houses are safer today.	LO: To demonstrate my understanding of whether London was a better place to live in before or after the Great Fire.
Half term						
EQ: Where do other people live in the world and what types of geography are found there?	LO: To identify features of physical geography in London on a map	LO: To identify features of human geography in London on a map.	LO: To compare features of physical geography in London and Costa Rica	LO: To compare features of human geography in London and Costa Rica.	LO: To explain the differences in physical and human geography between London and Costa Rica.	LO: To demonstrate my understanding of where other people live in the world, and what types of geography are found there.
Easter						
EQ: How has the way people have used the River Thames changed throughout history?	LO: To explore how the Romans first used the River Thames.	LO: To understand how The River Thames helped London to become one of the most important ports in the world.	LO: To learn about the Great Stink and it's impact on the River Thames.	LO: To learn about how the River Thames connected London to the world.	LO: To explore who uses the River Thames today and how we protect it.	LO: To demonstrate my understanding of the way people have used the River Thames throughout history.
Half term						
EQ: How does the geography of London compare to the geography of our coasts?	LO: To be able to locate areas of our coast on a map and compare these areas to a map of London.	LO: To compare the physical and human geographical features of Brighton to London.	LO: To compare the physical geographical features of our coastline from four different parts of the UK.	LO: To compare the human geographical features of our coastline from four different parts of the UK.	LO: To explore how we are protecting the geography of our coastline.	LO: To demonstrate my understanding of how the geography of London compares to the geography of the coast.

Religious Education

Judaism – Which rules are the most important to me, and which are important to a Jewish person?						
Autumn 1	To know what rules we follow and why we follow them.	To learn about the ten commandments, and why they are important to Jewish people.	To learn about the rules that Jewish people follow in their lives.	To learn about the rules followed by people of other faiths.	To reflect on what rules are important to me.	Assessment: Which rules are most important and why?
Half Term						
Humanism & Christianity - How do we remember people and why?						
Autumn 2	To explore how we remember people for their lives and achievements.	To explore why we remember some special people for their lives and achievements.	To understand what makes Jesus' life and teachings so significant to Christians.	To explore ways in which Christians remember the life and teachings of Jesus in their everyday lives	To explore religious and non-religious days of remembrance for significant people.	Assessment: How do we remember people and why?
Christmas Holidays						
Sanatama Dharma (Hinduism) - What makes a home?						
Spring 1	To talk about what is special about our homes.	To explore how people's homes are different from others.	To understand the role of the home in the lives of people who follow the Sanatama Dharma.	To know explore the significance that food plays in the homes of followers of the Sanatama Dharma.	To reflect on what a home is for me and for other people.	Assessment: What makes a home?
Half Term						
Christianity – Why is the cross so important to Christians?						
Spring 2	To explore what we already know about why the symbol of the cross is important to Christians.	To understand why Christians wear a cross to remind themselves of Jesus' death	To learn about the events of Holy Week.	To understand why the events of Holy Week are so significant to Christians.	To explore how the events of Holy Week are celebrated around the world.	Assessment: Why is the cross so important to Christians?
Easter Holidays						
Islam - How are we the same and different from other people, and does it matter?						
Summer 1	To reflect on what makes us unique from each other, and what makes us the same.	To reflect on what makes followers of Islam unique.	To explore foods which are unique for followers of Islam to eat.	To understand what is unique about the way Muslims pray.	To reflect on whether it is important for us to think about our similarities and differences.	Assessment: How are we all the same and different from other people, and does it matter?
Half Term						
Dharma (Buddhism) – Why do things change and how does this make us all feel?						
Summer 2	To think about what things might change in our lives, and reflect on which ones we can control.	To understand that some things that change I cannot control.	To learn about the story of the Buddha and the dying swan, and his teachings of the eight-fold path.	To understand how the right-fold path can help followers of Dharma to cope with things that change.	To reflect on how I now feel about change, and my thoughts on the teachings of Buddha.	Assessment: Why do things change, and how does this make us all feel?
End of the Year						

PSHE-RHE

<p>Autumn 1 <u>Being Me in My World</u></p> <p>EQ: What rights and responsibilities do I have in my class and my school?</p>	To identify my hopes and fears for this year	To understand the rights and responsibilities in my class	To understand the rights and responsibilities in my school	To contribute my ideas about rewards and consequences	To contribute my ideas to our class Learning Charter	To recognise how my Class Charter will help me learn	Assessment: What rights and responsibilities do I have in my class and my school?
Half Term							
<p>Autumn 2 <u>Celebrating Difference</u></p> <p>EQ: What similarities and differences are there between me and my friends?</p>	To be aware of gender stereotypes	To accept ways that boys and girls are different	To understand that bullying is sometimes about difference	To recognise what is right and wrong and to know how to look after myself	To know how to make new friends	To explain ways I am different from my friends	Assessment: What similarities and differences are there between me and my friends?
Christmas Holidays							
<p>Spring 1 <u>Dreams and Goals</u></p> <p>EQ: How can I work successfully in a group?</p>	To choose a realistic goal and think about how to achieve it	To persevere even when I find tasks difficult	To recognise how to work with different people	To work cooperatively with a group to produce a product	To explain how I worked cooperatively in my group	To know how to share success with other people	Assessment: How can I work successfully in a group?
Half Term							
<p>Spring 2 <u>Healthy Me</u></p> <p>EQ: What makes a snack healthy?</p>	To know what I need to keep my body healthy	To know what being relaxed means and to identify what makes me relaxed	To understand how medicines work in my body and how to use them safely	To sort foods into food groups and know which ones keep me healthy	To decide on which foods can give me energy	To make some healthy snacks and explain why they are good for me	Assessment: What makes a snack healthy?
Easter Holidays							
<p>Summer 1 <u>Relationships</u></p> <p>EQ: What can I do if my friends fall out?</p>	To identify different types of family, including my own	To understand what is acceptable and unacceptable physical contact	To identify things which may cause friends to fall out	To understand when it is good or not so good to keep a secret	To recognise and appreciate people who can help me and my family	To express my appreciation for the people in my special relationships	Assessment: What can I do if my friends fall out?
Half Term							
<p>Summer 2 <u>Changing Me</u></p> <p>EQ: What are the differences between boys and girls?</p>	To recognise life cycles in nature	To understand the differences in male and female animals	To understand the natural process of growing old	To recognise how I have changed since I was a baby	To recognise the physical differences between girls' and boys' bodies	To understand there different types of touch and know their appropriateness	Assessment: What are the differences between boys and girls?
End of the Year							

Art

Autumn 1 <u>Drawing</u>	To experiment with a range of different marks and tones	To explore ideas using my imagination in response to a piece of music	To express marks on different surfaces	To express marks on different surfaces	To use my imagination to respond to a story	To use my imagination to respond to a story
<u>Half Term</u>						
Autumn 2 <u>Painting</u>	To respond to the work of Wassily Kandinsky through the use of line, shapes and colour	To investigate and make responses to the visual elements of shape and painting	To investigate and make responses to the visual elements of shape and painting	To construct a surface inspired by the abstract artist Caroline Dowsett	To develop a piece of work and investigate line, colour and space	To develop a piece of work and investigate line, colour and space
<u>Christmas</u>						
Spring 1 <u>Collage</u>	To ask and answer questions about the work of Henri Matisse	To tear, cut and arrange primary and complementary coloured paper	To respond to the work of Bridget Riley	To investigate and respond to the work of Bridget Riley	To design a chocolate wrapper using collage materials	To develop a design for a chocolate wrapper using collage materials
<u>Half Term</u>						
Spring 2 <u>Printing</u>	To tear and print with positive and negative stencils	To review and develop my piece of positive and negative printing	To develop the use of clay slab relief printing using 3 colours	To produce a clay slab piece of relief printing using 3 colours	To produce a clay slab relief inspired by William Hogarth	To develop a clay slab relief inspired by William Hogarth
<u>Easter</u>						
Summer 1 <u>Textiles</u>	<u>D-STEM Textiles Unit</u>					
<u>Half Term</u>						
Summer 2 <u>3D Sculpture</u>	To develop ideas for a sculpture inspired by Joan Miro.	To choose and paint our design, to create a Joan Miro inspired sculpture.	To produce a sculpture inspired by Joan Miro based on a previous design.	LO: To create a Paper Mache animal inspired by Barbara Kabylinska.	LO: To create a Paper Mache animal inspired by Barbara Kabylinska.	LO: To complete a Paper Mache animal inspired by Barbara Kabylinska.
<u>End of the Year</u>						

Physical Education

<u>Autumn 1</u>	Large Ball Skills (Tag Rugby)
	Throwing & Catching (Handball)
<u>Half Term</u>	
<u>Autumn 2</u>	Object Control (Hockey)
	Attack & Control (Football)
<u>Christmas</u>	
<u>Spring 1</u>	Jumping & Balancing (Gymnastics)
	Movement & Pattern (Dance)
<u>Half Term</u>	
<u>Spring 2</u>	Agility & Coordination (Tennis)
	Running, Agility & Coordination (Health & Fitness)
<u>Easter</u>	
<u>Summer 1</u>	Athletics – linked to Sports Day
	Throwing & Catching (Rounders)
<u>Half Term</u>	
<u>Summer 2</u>	Throwing & Catching (Cricket)
	Multi Sports (Team Games)
<u>End of the Year</u>	

Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Focus Areas	Pulse	Rhythm	Pitch	Composing	Musicianship: Preparing for Ensemble Skills	Musicianship: Preparing for Reading Notation
Year 2	Exploring Pulse and Tempo 2: Find the Strong Beat	Exploring Rhythm 2: Stick Notation	Exploring Pitch 2: Dot Notation	Creating Music 2: Musical Conversations	Singing and Playing Skills 2: Follow the Leader	Playing Rhythm and Pitch (Glockenspiel)

Overview

Year 2 continues to nurture pupils' musical development by expanding on the foundations laid in Year 1. They refine their understanding of pulse and rhythm, explore changing tempo, and learn to recognise the beat in different pieces of music.

Pitch exploration advances with more singing practice, focusing on a wider pitch range and dynamics. Pupils also start to follow symbols and pictures to guide their singing and playing, including stick notation and dot notation. Composition and improvisation become more structured, with pupils creating musical patterns and using basic notation.

Expected Standard

Musicianship: Pulse & Rhythm	Musicianship: Pitch	Singing & Performing	Instrumental Performance	Composition & Improvisation
<ul style="list-style-type: none"> Maintain a steady beat and adjust the speed of the beat in response to music. Play copycat rhythms accurately and perform short repeating rhythm patterns. Demonstrate an understanding of rhythm notation, including crotchets, quavers, and crotchet rests, represented with stick notation. 	<ul style="list-style-type: none"> Compare and contrast high and low sounds in various contexts, including music and everyday sounds. Sing songs with a slightly wider pitch range of do-so. Follow simple dot notation pictures and symbols to guide singing and playing melodies. 	<ul style="list-style-type: none"> Sing songs regularly with a pitch range of do-so with increasing vocal control. Understand and demonstrate dynamics (loud/quiet) and tempo (fast/slow) while singing. Sing short phrases independently within a singing game or short song. 	<ul style="list-style-type: none"> Play untuned instruments (e.g. percussion) with increased coordination and rhythm accuracy. Play short pitched patterns on tuned instruments (e.g. glockenspiels). Begin to play familiar melodies on tuned instruments with guidance and notation. 	<ul style="list-style-type: none"> Engage in creative musical exploration through vocal improvisation. Start to improvise short question and answer phrases. Begin to create and explore rhythmic and melodic patterns.

Music

Exploring Pulse and Tempo 2: Find the Strong Beat (Autumn 1)

In Year 2, the musical journey continues with an exploration of pulse and tempo, focusing on finding the strong beat. This unit aligns with the curriculum's goal of reinforcing pulse awareness. Students further develop their ability to recognise and internalise rhythms, building on the foundations laid in Year 1. This unit prepares them for more intricate rhythm exploration in the coming terms.

Exploring Rhythm 2: Stick Notation (Autumn 2)

The second term of Year 2 delves deeper into rhythm exploration, with a focus on stick notation. This unit corresponds with the curriculum's emphasis on building rhythm skills. Pupils learn to interpret and read rhythms using stick notation, enhancing their rhythmic accuracy and preparing them for more advanced rhythmic activities in Key Stage 2.

Exploring Pitch 2: Dot Notation (Spring 1)

During the spring term, Year 2 learners shift their focus to pitch exploration using dot notation. This unit aligns with the curriculum's objective of further developing pitch concepts. Students continue to refine their pitch recognition abilities, preparing them for more complex pitch-related activities like singing and playing melodies with confidence.

Creating Music 2: Musical Conversations (Spring 2)

The second half of Year 2 places an emphasis on composing music through musical conversations. This unit corresponds with the curriculum's emphasis on composition and improvisation. Pupils explore creating music that involves dialogue and interaction, enhancing their creative and expressive musical skills. This unit builds a strong foundation for more advanced composition work in Key Stage 2.

Singing and Playing Skills 2: Follow the Leader (Summer 1)

Year 2 culminates with a focus on further developing singing and playing skills, with an emphasis on following a leader during the summer term. This unit aligns with the curriculum's goal of nurturing vocal and instrumental abilities. Pupils continue to refine their pitch-matching and instrumental skills, preparing them to engage in collaborative music-making in the upcoming year. This unit builds on their knowledge of rhythm and pitch, encouraging them to become more confident musicians.

Playing Rhythm and Pitch (Glockenspiel) (Summer 2)

The final term of Year 2 introduces students to playing rhythm and pitch using glockenspiels. This unit corresponds with the curriculum's objective of preparing for instrumental ensemble skills. Pupils explore rhythm and pitch concepts while playing instruments, fostering teamwork and collaborative music-making. This unit sets the stage for more advanced ensemble work and reading notation in Key Stage 2.

Keywords

- Pulse
- Call and response
- Dot notation
- Toneset
- Singing names
- Tempo
- Faster
- Slower
- Pulse
- Repeating pattern
- Strong beat
- Dynamics
- Gradually louder
- Gradually softer

Listening

- 21st century
- 20th century
- Rock n Roll
- Pop
- Indonesia (Gamelan)
- The Soca Boys
- Offenbach
- Calypso
- Irish Folk
- Rimsky-Korsakov
- Harold Arlen
- Anna Clyne
- Ravel
- Elvis Presley
- The Beatles