**Year 2**

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| Home | Mosaic School | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Values** | Inspire, Respect, Excel | | | | | |
| **British Values** | Democracy | Rule of law | Individual Liberty | Mutual Respect | Tolerance | Tolerance |
| **Geography** | Periods/Continents where dinosaurs lived.  Making connections  Justify  Research  Interpret  Use visual cues | Countries in the UK  Gaining knowledge  Question  Research  Interpret  Create Mnemonics  Rehearse | Geographical features of Brazil  Gaining knowledge  Research  Record  Present  Visual cues | Making and reading maps  Making Connections  Interpret  Make associations and connections to learning | Royal Landmarks  Making connections  Research  Record  Present  Organise the information | Map reading  Making Connections  Interpret  Make associations and connections to learning |
| **History** | Dinosaurs and Mary Anning  Gaining Knowledge  Challenge  Research  Question  Organise the information  Visual Cues | The Great fire of London  Making connections  Gaining Knowledge  Research  Organise the information |  | Victorian times and children’s rights  Gaining knowledge  Making Connections  Question  Make associations and connections to learning  Engage in active recall | History of the British Monarchy  Gaining knowledge  Making Connections  Challenge  Question  Research  Record  Organise the information  Write it down  Say it out loud | Famous explorers  Gaining knowledge  Making Connections  Challenge  Evaluate  Justify  Research  Record  Present  Organise the information  Make associations and connections to learning  Teach it (child led) experts |
| **Community Links (trips/visitors)** | Natural History Museum.  Trip to the synagogue. |  | Brazil fair  Kew Gardens | Matilda the musical | Hampton court.  Wallace collection museum (art trip) | Survival day at school |
| **Texts that Teach (including class texts)** | Mixed a colourful story.  The creation story.  Dinosaur on Shabbat.  The mysterious guests.  New year at the pier. | The great fire of London (Non-fiction)  Toby and the Great Fire of London  Daddy Christmas.  Hanukkah Mama.  Hershel and the Hunukkah Goblins. | Deep in the rainforest poem.  **Great Kapok Tree** | Matilda.  Cinderella.  A sweet Passover story.  **Janus Korczak** | Twelfth Night.  Tarzan. | The day the crayons quit.  The egg.  **Yuvi's Candy Tree** |
| **Writing** |  |  |  |  |  |  |
| **Maths** |  |  |  |  |  |  |
| **Science** | Living things and their habitats.  Making connections  Gaining knowledge  Question  Research  Record  Present  Interpret  Observe  Use visual cues  Create Mnemonics | Materials  Challenge  Evaluate  Justify  Question  Research  Record  Present  Interpret  Observe  Make associations and connections to learning  Engage in active recall | Animals – Life cycle and nutrition  Making connections  Gaining knowledge  Question  Research  Record  Present  Interpret  Observe  Organise the information  Use visual cues | Sound  Making connections  Gaining knowledge  Challenge  Evaluate  Justify  Question  Research  Record  Present  Interpret  Observe  Using visual cues | Plants  Gaining knowledge  Question  Research  Record  Present  Interpret  Observe  Make associations and connections to learning  Write it down  Say it out loud  Rehearse | Survival and animals (offspring)  Gaining Knowledge  Question  Research  Record  Present  Interpret  Observe  Use visual cues  Engage in active recall |
| **PE** | Multi-skills | Might movers (running) | Gymnastics | Ball skills and circuits | Throwing and catching | Active athletics |
| **Jewish Learning** | What are our goals for the world?​  Why do people wear white on Yom Kippur?​  What is the structure of a Sukkah?​  Who writes the Torah? | Should the intention of a Mitzvah be for us to feel good about ourselves? Why/why not?​  Can you celebrate more than one religions holiday?​  What is the Jewish rule on idol worship?​  What were the Maccabees dedicated too? | Why did the children have to be brave in the Shoah? ​  Could any of the fruits grown in Brazil be eaten on a Tu Bishvat Seder?​  ​  What is life like for a Rabbi in the Amazon rainforest?​  ​  What can we learn from Jacob and Esau? | ​What is an identity? How does it relate to the Purim story?​  Why did Esther and Vashti stand up for their rights?​  What do each of the Seder plate object represent?​  Why is freedom so important over Passover? ​ | What are healthy foods eaten in Israel?​  What does Kosher mean?​  How did Rabbi Shimon not show respect when he left the cave?​  If you were the King/Queen, how would you show respect (Kavod) to others? | How do Bedouins in Israel survive?​  What are the Bikurim?​  What is the traveller's prayer for Jewish people called?​  The Jewish people faced many challenges in their journeys. Why can challenges be important in our own lives? |
| **PSHE** | Relationship with others | Health mind, emotions, and goals | Diets and Vitamins | Hygiene | Body protectors and changes | Body parts and functions |
| **Computing** | E-safety  Gaining knowledge  Question  Use visual cues  Create Mnemonics  Write it loud  Say it out loud | Computing systems and networks  Making connections  Challenge  Evaluate  Justify  Question  Interpret  Make associations and connections to learning | Digital literacy and research (Brazil)  Making connections  Gaining knowledge  Research  Record  Present  Organise the information  Make associations and connections to learning | Digital writing  Making connections  Question  Make associations and connections to learning  Rehearse | Coding part 1  Making connections  Gaining knowledge  Question  Interpret  Observe  Teach it (child led) experts  Engage in active recall | Coding part 2  Making connections  Gaining knowledge  Question  Interpret  Observe  Teach it (child led) experts  Engage in active recall |