


Derry Hill C of E Primary School		Year 2: Term 4: Spring 2026	
National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation
<p>History</p> <p><u>Explore the lives of Mary Seacole, Florence Nightingale and Edith Cavell</u></p>  <p>How has nursing and the emergency services changed through time?</p>	<p>chronological</p> <p>impact</p> <p>significant</p> <p>nurse</p> <p>Mary Seacole</p> <p>Florence Nightingale</p> <p>Edith Cavell</p> <p>soldiers</p> <p>safe</p> <p>discrimination</p> <p>hygiene</p> <p>clean</p> <p>Queen Victoria</p> <p>Crimean War</p> <p>NHS</p> <p>Aneurin Bevan</p>	<p>Key Skills:</p> <ul style="list-style-type: none"> I can make links from the past up to the present day and can see how and why changes have occurred in health care. I can recognise similarities and differences between the significant historical figures of Florence Nightingale, Mary Seacole and Edith Cavell. I can use photographs as sources of evidence and ask logical questions or make historically relevant 	<p>LI: I can identify a range of people who work in healthcare and the emergency services and say what they do. I can explain what the NHS is and how it started.</p> <p>Lesson 1: Children think of people who work in the health service and watch a video explaining what they do. They learn how and when the NHS started and create a simple leaflet explaining what it does and how we can use it properly.</p> <p>LI: I can explain who Florence Nightingale was and why she is so significant in the field of nursing.</p> <p>Lesson 2: Children learn about the life and work of Florence Nightingale through a mixture of video, reading comprehension and use of picture sources. They link knowledge from their reading and video work to what they can see in the pictures and explain how they are important evidence of her work.</p> <p>LI: I can compare hospitals in Florence Nightingale's time with hospitals today and identify how, when and why things changed.</p> <p>Lesson 3: Children compare hospitals in Victorian times to hospitals today and identify how Florence Nightingale influenced these changes. They also discuss more recent changes, eg during COVID. They sort photographs of</p>

WWI – First World War
evidence
historians
artefacts
opinions

comments based on them.

- I can make a simple link between the development of healthcare and the rise in status of women to wartime circumstances.

Key Knowledge:

I can describe how the NHS helps me and can explain changes that happened during the COVID epidemic.

I can explain when I would use different people within the NHS to help me and how to get this help.

I can describe key events in the lives of at least two significant nurses: Florence Nightingale, Mary Seacole or Edith Cavell, and explain why they were important.

I can make simple comparisons between the lives and work of the three nurses and

hospitals into chronological order and can explain their reasons by using historical evidence.

LI: I can describe Mary Seacole's life and explain how the way she nursed was different to nursing today.

Lesson 4: Children are introduced to the life of Mary Seacole through video and reading. They make simple comparisons between her and Florence Nightingale, as well as explaining how her ways of nursing are different to nursing now.

LI: I can explain who Edith Cavell was and when / where she worked as a nurse. I can explain why she is remembered.

Lesson 5: Children learn about the state of nursing in Europe at the time of WWI and the background of the war. They learn how Edith Cavell's work fits into this background and explain why she is remembered by making a simple fact file.

LI: I can compare the lives of the three nurses that we have studied and identify similarities and differences in their achievements and characters. I can explain how we remember them now.

Lesson 6: Children work together to recall key facts about the three nurses they have studied and produce a table showing similarities and differences between them. They decide which nurse they admire the most and say why. Children look at how the nurses are remembered in statues, names of wards etc. and decide what they think is the best way to remember them.

		<p>identify similarities and differences between them.</p> <p>I can identify changes in hospitals that were made following the work of Florence Nightingale and say why they were important.</p> <p>I can use appropriate historical vocabulary to describe photographs of hospitals through time and Florence Nightingale's work.</p> <p>I can identify key dates in the history of healthcare - when the NHS started, when Florence Nightingale worked and when COVID was.</p>	
<p>Science Animals Including Humans Growth.</p>	<p>oxygen nutrition survival essential shelter survive vital grow</p>	<ul style="list-style-type: none"> • I can sort and classify objects (animals) into simple groups. • I can use scientific language to talk 	<p>Lesson 1: L.I. Describe the needs of animals for survival.</p> <p>Lesson 2: LI: Describe the needs of humans, for survival</p> <p>Lesson 3:</p>



Animals, including humans

1 - Growth

healthy
non-essential
carbohydrate
dairy
vitamins
protein
calcium
balanced diet
fresh food
pre-cooked
food
processed food
nutrients
exercise
flexibility
coordination
strength
balance
germs
prevent
virus
bacteria
hygiene

about my
findings.

- I start to notice patterns and relationships between the groups.
- I can use simple secondary sources to find answers to a question.
- I can ask simple scientific questions and use scientific language to answer them.
- I use simple secondary sources to find answers and talk about my findings to an audience.
- I can carry out simple practical tests and use observations and ideas to suggest

LI: Explore the importance of eating the right food.

Lesson 4:

L.I. Describe what a healthy, balanced diet looks like.

Lesson 5: Exercise.


LI: Investigate the impact of exercise on our bodies.

Lesson 6: Hygiene

LI: Investigate the importance of hygiene.

Collage a healthy eating wheel

Create a healthy menu for lunch using what they know about what they have learned and create a class recipe book.

		<p>answers to questions.</p> <ul style="list-style-type: none"> I can carry out simple practical tests, make careful observations and draw simple conclusions. 	
<p>RE</p> <p><u>What do Christians believe God is like?</u></p>  <p>Children focus on God as a forgiving and loving parent by reading the story of the Lost Son from the New Testament, and as</p>	<p>parable Old testament New testament forgiving prayer praise hymns fair just all-seeing emotions commanding</p>	<p>Key Skills:</p> <p>I can ask questions about the stories I hear and think about what they mean.</p> <p>I can listen and respond to other people's opinions respectfully.</p> <p>I can empathise with how people feel in different situations.</p> <p>I can give reasons for my opinions.</p> <p>Key Knowledge:</p>	<p>LI: I can recount the story of the Lost Son and say what the hidden meaning is.</p> <p>Lesson 1: Children watch and listen to the parable of the Lost Son and think about how different characters feel at different times in the story. They learn that the story is a parable and discuss what it teaches us about God. They make hidden meaning cubes explaining the story.</p> <p>LI: I can compare God's love to that of a parent and child and show how we Christians show love for God and he shows love for us.</p> <p>Lesson 2: Children fill outlines of a parent and child with ideas of how parents and children show love for each other. They discuss how God shows His love for us and how we can show that we love Him. Children act out ways that they can show love for God and decide which way they think is best and why.</p> <p>LI: I can explain what it means to be forgiving and understand how God forgives us.</p>

<p>someone who is fair and all-seeing in the story of Jonah from the Old Testament. They also consider that God is God for everyone.</p>		<p>I can identify what a parable is.</p> <p>I can recount the stories of the Lost Son and Jonah, recalling the main points.</p> <p>I can give a simple account of what each story means to Christians and what it tells us about God.</p> <p>I can give examples of how Christians show their belief that God is loving and forgiving.</p> <p>I can describe at least two ways that Christians show they love God.</p> <p>I can explain why Christians pray and describe different types of prayer.</p> <p>I can show and say what I think God is like.</p>	<p>Lesson 3: Children listen to the song ‘You can hold on’ and discuss the meaning and how this links to the story of the Lost Son. https://www.youtube.com/watch?v=FwSgm9XlOBQ</p> <p>They role play situations when things go wrong and think about how people feel before considering how we can make things better. Children identify how it feels to be forgiven and how we can get forgiveness from God.</p> <p>LI: I can recognise different types of prayers and write two simple prayers to ask for forgiveness and to praise, or thank, God.</p> <p>Lesson 4: Children think about why Christians pray and explore different types of prayer using fun characters. They look back at the story of the Lost Son and identify what prayers the characters might have said at different points in the story before using an ideas bank to help write their own prayers.</p> <p>LI: I can recount the events in the story of Jonah from the Old Testament and say what it teaches me about God.</p> <p>Lesson 5: Children watch and listen to the story of Jonah. https://www.bbc.co.uk/programmes/articles/3N40HrCvgDcFwXDJPhtM2M0/saying-sorry-jonah-and-the-whale</p> <p>They think about different parts of the story and identify how Jonah would have felt at these times and what the story teaches us about God.</p> <p>LI: I can explain why Christians sing hymns and work with my class to create a collage showing what we think God is like.</p> <p>Lesson 6: Children listen to and sing two popular hymns. They discuss why Christians sing hymns and decide if we can learn anything about what God is like from these hymns. Children each create small images showing what they think God is like and put these together to create a class collage.</p>
<p>PSHE</p> <p>Behaviour</p>	<p>bullying</p> <p>teasing</p>	<p>Key Skills:</p> <p>I understand that my actions and words can have a positive or</p>	<p>Children will start the unit by thinking about their relationships with other children and with adults. They will learn how to recognise teasing and bullying and think about how actions and words can make people feel. They will consider how they can get help if they see situations that they</p>

Teasing Local Citizenship Responsibility



appropriate
adult
help
empathy
point of view
positive /
negative
impact
community
responsibility
responsible
environment
decisions
look after

negative impact on
other people around me.

I understand what
bullying is and that it
is wrong.

I can recognise when
teasing in a fun way
becomes unkind.

I understand the role
of a local community
and how it can help
me.

I can start to recognise
right and wrong.

Key Knowledge:

I can name at least 5
significant adults who
can help me if I am
worried about
something.

I know how to ask for
help when I am
worried.


I can recognise
different types of
bullying and say how it
affects people.

I can describe at least
3 different strategies to

know are wrong, or are in situations themselves. Children will role play scenarios so that they can practice difficult conversations in a safe space.

Children will then move on to think about their local community and their role in the community. They will think about what it means to be part of the community and how they can help look after their area and the people who live there. Children will invite members of the local community into their class and ask them questions about their roles.

Children finish the unit by thinking about how they can show responsibility in their class or at home. What is their responsibility in terms of looking after their classroom or bedroom? What is their responsibility when playing with friends? Children learn to recognise that they have responsibility for their behaviour and that sometimes they need to learn how to make decisions about what is right and wrong.

		<p>help me cope with teasing and know what to do if it happens to me.</p> <p>I can describe my role in the local community and what I can do to help keep the environment nice.</p> <p>I can find out more about my community by talking to people who live and work here.</p> <p>I can describe at least 2 responsibilities I have at home or school.</p>	
<p>Computing</p> <p><u>Programming with Scratch Junior</u></p> 	<p>program</p> <p>code blocks</p> <p>sequence</p> <p>output</p> <p>input</p> <p>debug</p> <p>movement</p> <p>character</p> <p>scene</p> <p>text</p> <p>animation</p> <p>audio</p> <p>selection</p> <p>conditions</p>	<p>Key Skills:</p> <p>I can use code blocks in Scratch Jnr to:</p> <ul style="list-style-type: none"> • Program movements • Program outputs for audio or text • Find errors in a program and debug • Program inputs (touch or clicking) • Program selections or conditions (eg. if one object hits another..) <p>Key Knowledge:</p> <p>I understand that programs need precise</p>	<p>This term children will go back to working on simple programming, this time using Scratch Junior. This will build the basic skills in using Scratch which will be developed further in KS2 when they move onto the full Scratch program.</p> <p>They will select and choose different characters and scenes to tell a simple story and learn how to input text and audio. They will use code blocks to move their characters around the screen.</p> <p>Children will then learn how to make different objects on their screens interact with each other, by using message functions. They will create their own interactive quiz.</p> <p>Children will learn to code simple conditions into their programs so that an action happens if a condition is in place (eg. if a rocket t bumps into another object then it gets smaller).</p>

and accurate instructions and can give these.

I can follow simple instructions to create movements and basic programs in Scratch Junior.

I know what the symbols on the code blocks mean and can use these in my programming.

I can use logical reasoning to predict what will happen when I look at a simple program.

They will use their coding skills to create a simple game and share this game with other children.

ART

Henri Rousseau: Artist Focus



artist: a person who creates paintings and drawings as a profession or hobby.

observational: draw or paint something as accurately as possible.

Key Skills:

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Learn about the work of a range of artists, craft makers and

Lesson 1:

L.I: To use a range of non-fiction resources to find out about the artist Henri Rousseau. To use the information to create a fact file.

Lesson 2:

L.I. To complete observational drawings of plants using a variety of mark-making techniques in pencil/charcoal.

Lesson 3:

L.I. To complete observational drawings of plants using a variety of mark-making techniques in colour.

Lesson 4:

oil pastel: an art medium of oily texture.

blend: a colour combined with another colour.

Post Impressionist: a French art movement

Collage: To layer paper, pictures and other materials to create in image.

designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

- Evaluate their ideas and their work.

LI: To look at the artistic techniques of Henri Rousseau and explore these using oil pastels.

Lesson 5:

L.I. To use collage with artwork and digital images to create a jungle painting in the style of Henri Rousseau.

Music
People who help us



Key Vocabulary

guitar - a stringed instrument played by strumming or plucking strings

composer - someone who writes music

warm up - get voice and

Key Skills:

I can listen to and repeat simple melodies to learn new songs.

I can recognise the structure of a song and use the right words to describe this.

I can create melodies from 5 or more notes.
I can use letter names to tell other people what my melody is like.

Lesson 1:

Learning Intents:

- I can listen to and repeat short melodies to learn a new song.
- I can recognise the structure of a song and use the right words to describe this.
- I can use my voice expressively when singing.
- I can suggest improvements to my own work and others'.

Lesson 2:

Learning Intents:

- I can use my voice expressively when singing.
- I can select sounds or rhythmic patterns to accompany a song.
- I can suggest improvements to my own work and others'.

bodies read to perform
structure - how a song is made: sections that go together in a particular order
chorus - a repeated, catchy section of a song that comes back after each verse
verse - sections of a song that have the same melody / accompaniment but different words
lyrics - the words of a song
accompaniment - the instrumental music that goes with a sung melody
beat - the steady pulse of the music.

I can play back short melodies from letter notation.

I can select sounds and rhythm patterns to accompany a song.

I can sing short songs from memory, keeping the melody and rhythm accurate.

I can use my voice expressively when singing and follow simple dynamics to make the sound louder or softer.

I can suggest improvements to my own work and others'.

- I can work with my class to create an additional verse for the song. (Optional Literacy cross-curricular outcome)

Lesson 3:

Learning Intents:

- I can describe the character, mood, or 'story' of music they listen to verbally.
- I can explain the differences between two pieces of music using appropriate musical vocabulary.
- I can express and explain a basic opinion about music (like/dislike).

Lesson 4:

Learning Intents:

I can move in time

Lesson 5:

Learning Intents:

- I can take part in a whole class music performance and respond to simple musical instructions such as tempo and dynamic changes.
- I can say why it is important to warm up before singing or playing in a group.
- I can explain why I have to listen when performing with others.

	<p>rhythmic pattern - combination of different lengths of notes to make a pattern.</p> <p>percussion - instruments played by hitting or shaking them</p> <p>chorus - a repeated, catchy section of a song that comes back after each verse</p> <p>verse - sections of a song that have the same melody / accompaniment but different words</p> <p>lyrics - the words of a song</p> <p>accompaniment - the instrumental music that goes with a sung melody</p>		
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vocals - the singing part of a song

DT
How to make a fruit salad.



fruit: the sweet fleshy product of a plant that could be eaten as food.

salad: a cold dish of various mixtures of raw vegetables or fruit.

recipe: a set of instructions for preparing a particular dish.

chop: using a knife to cut food into small pieces.

sweet: having the flavour characteristic of sugar or honey.

sour: sharp not sweet.

Key Skills:

- To design purposeful, functional, appealing products for themselves and other users based on design criteria.
- To select from and use a range of tools and equipment to perform practical tasks, for example, cutting.
- To select from and use a wide range of ingredients according to their characteristics.
- To evaluate their ideas and products against design criteria.

L.I. I can identify the features of a food recipe.

Look at recipes and label the features of a recipe. Watch the baking a cake video and write a recipe together.

L.I. I can identify the characteristics of different ingredients and cookery techniques needed to make a fruit salad.

Look at the fruit bowl, talk about each ingredient. Taste the fruits and label characteristics ready to design a recipe. Talk about skills we need to be able to create our own salad.

L.I. I can write my own fruit salad recipe.

Use the information from the previous week to choose which fruit will be used in our recipe. Write the recipe design in the correct format.

L.I. I can use my recipe and the techniques I have learned to make my own fruit salad and evaluate my work.

Make a fruit salad using our own recipe. Taste and evaluate what we have made.

combine: to mix.

P.E.
Unit 2 Creative Gym
Flight



Flight

swing
bend
push
tension
take-off
flight
absorb
balance
technique

Creative
Link Movements

Emerging
• I can explore and describe different movements.

Expected
• I can begin to compare my movements and skills with those of others.

Exceeding
• I can respond differently to a variety of tasks, or music.



Flight



Rotation



Park Life



The Big City

In this unit, the children will learn, develop and apply flight and rotation on the floor and apparatus through focused skill development, thematic warm-ups and games.

- Emerging**
I can perform some Tricky challenges (floor and apparatus)
- Expected**
I can perform all Tricky challenges (floor)
- Exceeding**
I can perform all Tricky challenges (floor and apparatus)



Lesson 1:

L.I. I can perform jumps with shapes on floor with accuracy and control.

Lesson 2:

L.I. I can perform flight movements (jumps or hops) with legs lower than horizontal.

Lesson 3:

L.I. I can perform tricky flight movements (jumps or hops) with legs lower than horizontal.

Lesson 4:

L.I. Perform rotations (single or combining shapes on patches or points) using low apparatus.

Lesson 5:

L.I. Perform tricky rotations (single or combining shapes on patches or points) using low apparatus.