




Littleham CE Primary School Year 2 Rolling Programme



	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
	Bright Lights, Big City 	Towers, Tunnels and Turrets 	Coastline 
Key Vocabulary Tier 3 words Tier 2 words	bakery, capital city, cathedral, city, country, countryside, flag, landmark, map, mayor, monarchy, monument, palace, photograph, queen, route, royal, souvenir, tour, town, transport, zoo	arch, archer, arrow, bailey, battlements, burrow, castle, drawbridge, fortress, keep, lord, medieval, moat, motte, passage, portcullis, rampart, Saxon, tower, tunnel, turret, viaduct.	lung, coastguard, coastline, crashed, damaged, danger, depended, floated, harbour, launched, lifeboat, life jacket, lighthouse, passenger, rescued, safety, splashed, spray, struggled, storm, survivor, telescope, trouble, wreckage

Littleham CE Primary School Year 2 Rolling Programme

Project overview	<p>Put on your best outfit because you're invited to have tea with the Queen. Use your best manners and comb your hair, as one will not be amused if you don't! What do you know about England's capital city? Let's find out all about London, including its history, transport and famous landmarks. Step back in time and discover what happened in the Great Fire of London. Where did it start? How did it end? Create a model of the bakery on Pudding Lane, and then burn it to the ground to recreate the Great Fire. Stand well back and watch how the flames spread. London's burning! London's burning! Fire, fire! Fire, fire! Hang on, there's someone new in town! Plan a tour for Marley the Meerkat (he's come all the way from Zambia, you know) making sure he takes in all the sights and sounds of London before he finally meets his family at London Zoo. Are you ready for the bright lights of the big city? Hop in a black cab and enjoy the ride!</p>	<p>See the castle ahead? Get ready to invade its mighty walls. Shoot a projectile with an archer's aim. Head across the drawbridge, over the moat and up to the top of the tower. Meet Rapunzel who lives in a tall, tall tower. Let's build a brand new one. Whose is the tallest? Can you measure it? Then dig deep, deep down, making burrows and tunnels, just like the animals that live underground. What's that sound? I hear little hooves going trip, trap, trip, trap, over the rickety bridge. Watch out for the angry troll underneath. He likes to gobble up little girls and boys. Make sure your bridge is sturdy enough to take our weight and get us safely to the other side. And finally, meet three little pigs who need your help to build a strong fortress. Inside its strong walls, they'll be safe from the big, bad wolf. No huffing and puffing will blow your fortress down.</p>	<p>This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.</p>
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When reviewing our curriculum-rolling programme we considered the key aspects of our CURRICULUM INTENT as:

To provide a curriculum which encourages pupils, within a supportive Christian environment, to aspire to reach their full potential. This will be achieved through experiential learning, using the richness of our local rural community and culture, but also by opening the children's eyes further to gain knowledge about, and see the opportunities in, the wider British, European and global contexts.

Littleham CE Primary School Year 2 Rolling Programme



Term 1 – Autumn

What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic?

Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.

Text in this colour describes example activities to support the main theme of the topic.

Main Topic	Bright Lights
History	<p>A monarch is a king or queen who rules a country. Specific knowledge - Queen Elizabeth II is the current monarch of the United Kingdom.</p> <p>Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Chronology is the arrangement of events or dates in the order of their occurrence.</p> <p>Order information on a timeline starting with the great fire of London in 1666, include an even each century, the coronation of our queen, their birth day and present day.</p> <p>Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event. The Great Fire of London was a major fire that destroyed a large area of London in 1666. The fire began in a bakery on Pudding Lane. A monument was built near to Pudding Lane to commemorate the Great Fire.</p> <p>Show the children the Queen Elizabeth II video. After watching, ask the children to share any details they remember. Give each child a copy of the Queen Elizabeth II information sheet to read with a partner or supporting adult. After reading, ask 'Who is the Queen, and what does she do? Do you think the monarch is important?' Encourage the children to share their ideas to establish the role and importance of the monarch.</p>
Geography	<p>The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages.</p>

Littleham CE Primary School Year 2 Rolling Programme



	<p>Understand Exmouth is a town, in Devon, in England, in the British Isles.</p> <p>Draw a simple sketch map to show these features and label each country's capital city. Research each country's flag and recognise that the Union Flag is a combination of the English, Scottish and Northern Irish flags.</p> <p>Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turns.</p> <p>Be able to describe Exmouth features using positional language. The clock tower is next to the road.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>An aerial photograph or plan perspective shows an area of land from above.</p> <p>Be able to locate Exmouth, Littleham, and the school on Google maps.</p> <p>Places can be compared by size, amenities, transport, location, weather and climate.</p> <p>Look at a variety of maps and plans of London to appreciate its physical and human features, size and layout in the 1600's and compare with Devon.</p>
Science	<p>There are four seasons: spring, summer, autumn and winter. Certain events and weather patterns happen in different seasons.</p> <p>Different types of weather include sunshine, rain, hail, wind, snow, fog, lightning, storm and cloud. The weather can change daily and some weather types are more common in certain seasons, such as snow in winter.</p> <p>A habitat is a place where a living thing lives. A microhabitat is a very small habitat</p> <p>Create a class weather station and monitor and record the weather over a period of time.</p>
Art and design	<p>Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).</p>

Littleham CE Primary School Year 2 Rolling Programme



	<p>Introduce the children to the work of the British artist, Stephen Wiltshire, using online videos and work displayed on his website. Explain that Stephen has a special talent for drawing places from memory. Look at and discuss examples of his work, highlighting the way the artist uses pencil marks to record detail and build shapes in his drawings. Provide the children with a range of drawing materials, including hard and soft pencils, and allow them time to investigate ways of making different lines and shapes. Explain to the children that they are going to draw a London landmark from memory, like Stephen Wiltshire. Ask the children to decide which London landmark they would like to draw and describe it to a friend before starting to draw. Encourage the children to revisit and develop their drawings over time, then display them alongside photographs of the real thing.</p> <p>Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.</p> <p>Provide wet sand and water for children to create hills, valleys and lakes. Use natural materials, such as twigs, moss, pebbles and flowers to create landscapes.</p>
Music	<p>Traditional songs, nursery rhymes and chants have been passed down to different generations using the oral tradition. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words.</p> <p>Learn sea shanties from local group Shanty Men.</p> <p>Listen to, learn and join in with traditional and contemporary rhymes, poems and songs that have a London theme, such as <i>London Bridge is Falling Down</i>, <i>Oranges and Lemons</i>, <i>Pussy Cat</i>, <i>Pussy Cat</i> and <i>Ring a Ring o' Roses</i>. Learn to sing them by heart and in a round.</p>
Computing	<p>To search for digital content, the user needs to know the file name, file type and folder name or keywords and search terms to find the correct information.</p> <p>Understand how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Visit the official website of The Royal Family and take a virtual tour around rooms at Buckingham Palace.</p> <p>Software relates to the programs that are used by a computer, such as word processing software, presentation software or image editing software. It can be used to create and combine digital content for different audiences and purposes.</p> <p>Learn to use drawing software to draw specific local vehicle (the Exmouth Land train.) How is this different to London buses?</p>

Littleham CE Primary School Year 2 Rolling Programme



	<p>Use drawing software to draw a vehicle that they would find in London, such as a double decker bus, underground train, black cab, emergency vehicle or bicycle.</p> <p>Insert themselves into a royal photograph. Search the web for pictures of the Royal Family at events, such as a royal wedding, the Queen's Diamond Jubilee or the State Opening of Parliament.</p> <p>An algorithm is a sequence of steps, instructions or rules that is used to perform a specific task. Algorithms can be followed by people or digital equipment. For algorithms to achieve the end goal, instructions have to be accurate and followed sequentially. Mistakes are called bugs and finding and fixing them is called debugging.</p> <p>Software available online, such as email, social media platforms or blogs, can be made by individuals to communicate their ideas. Follow a provided program that outlines a route from Buckingham Palace to the London Eye via Big Ben. Practise writing their own programs using clear directional language, swapping with a partner to see how successful they are.</p> <p>Write a program using clear, directional language to complete a new journey from the London Eye to St Paul's Cathedral via the Monument near Pudding Lane, which was built to commemorate the Great Fire of London.</p> <p>Write a precise program for the next stage in their journey, which will see them travel from St Paul's Cathedral to London Zoo. Compare their program with alternative programs and work out if all the routes lead to the right destination.</p> <p>Visit the London Zoo website to find out what it has to offer its visitors. Go to the 'Plan your day' tab and find the zoo map in the submenu.</p>
Design and Technology	<p>Using non-standard measures is a way of measuring that does not involve reading scales. For example, weight may be measured using a balance scale and lumps of plasticine. Length may be measured in the number of handspans or pencils laid end to end.</p> <p>Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.</p> <p>Children to know that structures can be made stronger, stiffer and more stable by using cardboard rather than paper and triangular shapes rather than squares. A broader base will also make a structure more stable.</p> <p>Recreate Pudding Lane –Find out and list what materials the buildings were made from in 1666 and why.</p>

Littleham CE Primary School Year 2 Rolling Programme



	<p>Design and make souvenirs to sell in the shop at London Zoo. Use a range of tools and materials to make animal themed badges, key rings, magnets, printed bags, cards and wrapping paper.</p> <p>Companion project: How to make bread.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Bake wholegrain bread rolls or buns like Thomas Farriner might have made in his bakery on Pudding Lane.</p>
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Term 2 – Spring	
<p>What are the key pieces of information we want children to remember and be able to build upon and reflect on within each subject area of this topic?</p> <p>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</p> <p>Text in this colour describes example activities to support the main theme of the topic.</p>	
Main Topic	Towers, Tunnels, Turrets
History	<p>Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different from those used and enjoyed by people today. Castles were built to protect and keep people and their wealth safe. Often built on hill tops. The biggest castle in England is Windsor Castle. Castles will have a drawbridge, keep, often a moat, many passages, a tower, tunnels and turrets.</p> <p>Describe the everyday lives of Exmouth people in a period within or beyond living memory.</p> <p>Visit a castle through a virtual tour, exploring its different parts. Find out how many towers it has, how many turrets and whether it has any secret tunnels or passages.</p> <p>Look at pictures of castles from different periods, from the earliest Saxon ditch and rampart castles to later motte and bailey and stone castles. Order the castles from oldest to newest and explain their sequence.</p>

Littleham CE Primary School Year 2 Rolling Programme



	<p>A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.</p> <p>Chronological order is a sequence in order of time.</p> <p>Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.</p> <p>Learn about one of the significant events of the Second World War, the 'Great Escape', made by allied soldiers from the prisoner of war camp, Stalag Luft III, including the three tunnels known as Tom, Dick and Harry, how the heroic men dug and disposed of the earth from the tunnels (if appropriate for cohort). Invite Mrs Gray into class to talk about The Great Escape as her Grandfather in Law was the real second man out of the tunnel! All watch the animated movie <i>Chicken Run</i> which is based on the story of the Great Escape as this could be used to explore the story in a more light hearted way. Present their learning in either a story, comic strip, animation, play or non-chronological report.</p>
Geography	<p>A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p> <p>Know that aerial photographs and plan perspectives help us to recognise landmarks (Exmouth) and basic human and physical features.</p> <p>Devise a simple map. Use and construct basic symbols in a key.</p> <p>Look at pictures and photographs of great towers from around the world. Match the tower to its location using world maps and globes. Using a simple key, show the locations of the towers on a world map.</p> <p>Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel.</p> <p>Use geographical vocabulary to describe how and why people use a range of local human features.</p>

Littleham CE Primary School Year 2 Rolling Programme



	<p>Working in groups, ask the children to think about the bridges in the local area – perhaps canal bridges, motorway bridges or rope bridges. Exeter Quay circular walk has examples of different bridges such as; Cricklepit suspension bridge built in 1988, foot bridge, the medieval Exe bridge and bridge over the weir.</p> <p>A non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain.</p> <p>Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.</p>
Science	<p>A habitat is a place where a living thing lives. A microhabitat is a very small habitat.</p> <p>Learn about tunnelling animals such as moles, rabbits, worms, ants and badgers. Choose an animal on which to focus, discovering key facts about their life cycles and how tunnelling helps them.</p> <p>Simple equipment is used to take measurements and observations. Examples include timers, hand lenses, metre sticks and trundle wheels.</p> <p>Objects, materials and living things can be looked at, compared and grouped according to their features.</p> <p>Tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation.</p> <p>Stack sugar cubes to make towers. Using standard units, measure and record the height of each to discover who can build the highest tower. Then try to build a taller tower using a different approach, such as starting with a wider base, again measure and record the height using standard measures.</p> <p>In groups, build a castle wall from wooden blocks. Investigate how the weight of a projectile thrown at the castle wall affects the damage done. Test using projectiles, such as balls of crumpled paper, play dough, rubber or hollow plastic</p>
Art and design	<p>Work on their own and collaboratively with others on projects in 2 and 3 dimensions and different scales. Investigate different kinds of art, craft and design.</p>

Littleham CE Primary School Year 2 Rolling Programme



	<p>Look at photos of castle towers and notice the different shapes - cylinder, cuboid. They have different purposes. Flanking towers such as those on Framington Castle, Suffolk has 13 square or rectangular towers. Bodmin castle in Cornwall has extremely high walls where defenders could fire missiles through the gaps of the tower. Children to consider what tower to design and make and why.</p>
Music	<p>Identify the pulse in different pieces of music. Identify the pulse and join in getting faster and slower together. Accompany a chant or song by clapping or playing the pulse or rhythm.</p> <p>Recall the songs from the previous term, <i>London Bridge is Falling Down</i>, <i>Oranges and Lemons</i>, <i>Pussy Cat</i>, <i>Pussy Cat</i> and <i>Ring a Ring o' Roses</i>. Learn to sing them by heart and in a round. When we sing in a round we overlay verses with different words and experiment with the speed. Introduce new song/poem "Buckingham Palace" by A.A.Milne. Children to clap the rhythm as they "perform" the song.</p>
Computing	<p>Know that Word as a programme enables us to process, present and edit the image, this can be used for different purposes, including writing reports and creating slide shows or posters.</p> <p>Draw a castle using suitable drawing software. Use shapes to form the basic castle form, adding colours and textures to improve its appearance. Label the castle's key features and add interesting captions before printing and displaying.</p>
Design and Technology	<p>Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong but it can be difficult to paint.</p> <p>Design and build a model castle using construction materials or other found and recycled materials. Choose whether to build it for small world figures or big enough to play in. The design and making activity should encourage children to identify strengths and also make changes as they progress. Did they choose the best material for their castle? Why? Why not?</p> <p>Structures can be made stronger, stiffer and more stable by using cardboard rather than paper and triangular shapes rather than squares. A broader base will also make a structure more stable.</p> <p>Explore how a structure can be made stronger, stiffer and more stable.</p> <p>Work outdoors to create tunnels, using natural materials, such as twigs, fallen branches and grasses. Work with an expert if possible, or buy a do it yourself willow kit to make a living willow tunnel.</p> <p>Build a new tower for Rapunzel, using a variety of construction materials. Explore different ways to make the tower secure, using bases of different sizes and shapes and various ways of joining the pieces together. Find out who has made the tallest tower. Would Rapunzel be safe?</p>

Littleham CE Primary School Year 2 Rolling Programme



	Finished products can be compared with design criteria which was agreed by pupils and teacher at the beginning of task to see how closely they match. Improvements can then be planned.
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Term 3 – Summer	
<p>What are the key pieces of information we want children to remember and be able to build upon and reflect on within each subject area of this topic?</p> <p>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</p> <p>Text in this colour describes example activities to support the main theme of the topic.</p>	
Main Topic	Coastline
History	<p>A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.</p> <p>Know that jobs in Exmouth's past included shipbuilding, factory working, fishing and jet working.</p> <p>Play the Jobs in the past audio to help the children understand more about jobs in Whitby's history. Encourage them to listen carefully to the recording and ask questions. Ask the children to write captions on the Jobs in the past recording sheet to record their learning.</p> <p>Captain James Cook was a significant naval explorer. Born 27th October 1728, he lived, worked and sailed from Whitby.</p> <p>Show the children the Captain Cook video from the British History library. After watching the video, talk with the children about Captain Cook, his life and his link to Whitby. Ask questions to explore the children's understanding. Children to either create dramatisation or create comic strip of 10 things you may not know about Captain Cook.</p>

Littleham CE Primary School Year 2 Rolling Programme



Geography	<p>Human features of the coastline include hotels, castles, sea walls, lifeboat stations, harbours, piers, amusement arcades, lighthouses, shops and cafes.</p> <p>The United Kingdom is a group of islands with an expansive coastline.</p> <p>The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.</p> <p>A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p> <p>An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as house building.</p> <p>Whitby is a coastal town with a range of human features.</p> <p>An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as house building.</p> <p>Industries are businesses that make things, sell things and help people live their everyday lives. Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these.</p> <p>Class to explore, record and clarify meaning of significant amount of vocabulary associated with this topic via the class vocabulary board.</p> <p>Tourism is an industry that provides services for visitors when they travel for pleasure or business. Tourist services include accommodation, catering and entertainment. Many local people work in the tourism industry to provide entertainment, leisure, catering and accommodation.</p> <p>A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p> <p>A physical feature is one that forms naturally and can change over time due to weather and other forces.</p> <p>Observe and understand about how the shape of the coastline in our locality changes. Refer to cliff falls at Sidmouth, the estuary and how beaches such as Exmouth, Seaton and Sidmouth all form part of our coast line.</p>
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Littleham CE Primary School Year 2 Rolling Programme

	<p>A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.</p> <p>Before visiting the coast, show the children where they are going on an Ordnance Survey map and Google earth. Highlight which sea or ocean surrounds the coastal location. Explain that they will be exploring the human and physical features of the area and allow them time to look at the Physical and human features picture cards in preparation.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Set out a range of large world maps, globes and atlases for the children to explore. Challenge them to find the names and locations of seas and oceans around the world, including those that surround the UK.</p> <p>Show children the United Kingdom coastline map. Draw their attention to the compass and read the words north, south, east and west. Explain that compass points can describe a location or the direction of travel.</p> <p>Show the children the Coastal town map picture card. Point out the symbols on the map and explain that each one represents a physical or human feature. Ask the children to make suggestions for what each symbol might represent, encouraging them to give reasons for their suggestions.</p> <p>Show the children the Coastal erosion presentation. After sharing the presentation, ask the children to describe what erosion is and how the coastline erodes.</p> <p>Show the children the Whitby then and now Pinterest board. Look at each picture and ask questions to help guide the children's observations. For example, 'What are the people doing? What human features can you see?'</p> <p>Show the children the Visiting Whitby video. After watching the video, explain that tourism is an industry that provides services and amenities for people who are visiting or on holiday (tourists). Ask the children to discuss some of the reasons that tourists might visit Exmouth.</p> <p>Search for Saltwick Nab. Explain that this is a rocky platform situated off the coast of Whitby, which is, at times, hidden by the sea. Provide the Saltwick Nab picture card for the children to observe its shape and form. Ask them to consider the dangers of such a feature</p> <p>Display a range of different maps and aerial images of the UK coastline with paper and drawing materials for independent map making.</p> <p>The key attention-grabbing activity to ignite children's interest is the visit to Orcombe point monument/ coast and the virtual tours via google earth.</p>
Science	<p>Some objects float and others sink. Objects that float are typically light or hollow. Objects that sink are typically heavy or dense.</p> <p>Offer a wide range of materials alongside bowls of water for children to investigate floating and sinking, before grouping and sorting. Refer to the coast visit and pupil's knowledge of boats and leisure activities that they have seen at the beach. Sea kayaks, paddleboards and jet skis.</p>

Littleham CE Primary School Year 2 Rolling Programme



Art and design	<p>Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.</p> <p>Display the Waves Pinterest board. Invite the children to look at each of the paintings and explain what they show. Highlight the names of a range of key paintings and give the names of the artists who painted them. Encourage the children to describe similarities and differences between the paintings and identify common themes, colours and textures. Invite the children to use a range of powder paints and brushes to explore ways of creating waves and water. When ready, they can translate their ideas to create a wave-themed painting. When complete, ask the children to show their work to others, describing what they like about it and considering improvements.</p>
Music	<p>The melody of a piece of music is the main tune, which is usually part of a larger piece of music. The shape of the music is the pattern created by the changing pitches of notes in a melody.</p> <p>Use the Sea shanties teacher information to explain the origin and structure of sea shanties. Play the John Kanaka, Roll the Old Chariot Along and South Australia sea shanties provided and encourage the children to scrub the decks, haul the rigging and bail out the boat in time to the music.</p>
Computing	<p>Ensure lessons are taught using the progressive skills document and suggested software e.g. Bee-bots.</p>
Design and Technology	<p>To assemble, join and combine materials in order to make a product.</p> <p>Offer a range of construction kits for children to make lighthouses, boats, ships and a range of human features found at the coast. Success criteria to include; creating a stable structure and being able to talk about the design saying what they like and dislike about them.</p>

Purple – Key knowledge linked to our Curriculum Intent.

Green – Suggested activities

Littleham CE Primary School Year 2 Rolling Programme

