



Year 2 Breadth Summary



| Experience | Frequency | Reason for experience |
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| Art Exhibition for parents (Paul Klee and Sonia DeLaunay) [Art] | Term 1 | Enrich children's knowledge of how a significant artists and their contribution to the world of art. To develop a deeper awareness of themselves within the wider community as future artists. To have an awareness and understanding of their own talents. To compare the art of different artists and their techniques. |
| Visits to Synagogue and Mosque and St Francis church for Christmas Experience (Through the keyhole) [RE, PSHE] | Term 2 | To appreciate cultural diversity. To respect other people's values and build tolerance of other peoples' world views. To challenge racism and misconceptions. To gain an understanding of the influences that have shaped their own cultural heritage. To have a respect for themselves and for others. To have a sense of empathy with others, concern and compassion. To have an awareness and understanding of others and their own beliefs. To gain an understanding of significant places and why they are special to some religions. |
| Dance Festival [PE, PSHE] | Term 3 | To exercise responsibility. To work successfully as a member of a group or team. To develop participation in and responses to artistic and cultural enterprises. |
| Great Fire of London- the rebuilding of the city [History] | Term 2 | To enrich children's knowledge of how a significant historical event has affected changes in London and how its impact can be seen today. To build awareness of change over time including cause and consequence. To develop creative interpretation and encourage their own research. |
| Local area walk [Geography, PSHE] | Term 4 | To participate in an activity which is relevant to the community. To understand how societies function and are organised in structures such as the local and wider community. To consider different lifestyles. To develop their knowledge of map skills within their local area. |



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| Hatching Chicks[Science] | Term 4 | To develop the ability to make responsible and reasoned judgements on moral dilemmas. To show respect for people, living things property and the environment. To understand life cycles. |
| RNLI [History] | Term 5 | To enrich children's knowledge of Grace Darling and how the RNLI service has changed over time and its impact today. To build empathy for significant people in the past and how their actions changed the world as we know it. |
| Clevedon Trip [History, PSHE] | Term 6 | To understand the influences that have shaped their own cultural heritage. To reflect on their own contribution to society. To be increasingly able to reflect on life. To understand the dynamic, evolutionary nature of cultures. To shows respect for people, living things, properties and the environment. To develop an understanding of the need to review and reassess their values, codes and principles in the light of experience. To identify human and physical features of a seaside and town. To compare a seaside to a city. To create work inspired by the artist Andy Goldsworthy and develop understanding of relief art and natural resources. |
| Summer concert [Music, PSHE, English] | Term 6 | To work successfully as a team member. To develop their confidence. To develop skills of resilience and perseverance. To develop a deeper awareness of themselves. To develop oracy skills. To develop pitch, volume and rhythm within songs. |
| Transition to Year 3 [PSHE, English] | On going | To understand how societies function and are organised in structures such as the family, schools and local and wider communities. An understanding of the need to review and reassess their values, codes and principles in the light of experience. To have a respect for themselves and for others. To build confidence when faced with change. |



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| | | To write a letter using the correct features to introduce themselves to their new teacher. |
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