

Curriculum Overview 2019/20 - Year 2

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 7 weeks	Summer 1 4 weeks	Summer 2 6 weeks
	Theme: Earth! Wind! Fire!		Theme: Heroes and Villians		Theme: Ship Ahoy!	
English	Key text: Lost and Found <ul style="list-style-type: none"> • Postcards (1 week) • Narrative (3 weeks) • Letter (2 weeks) • Diary (2 weeks) 	Key text: Jack and the Beanstalk (a Journeying tale) <ul style="list-style-type: none"> • Narrative (3 weeks) ➢ Instructions - based on Jack and the Beanstalk or Great Fire (2 weeks) ➢ Historical recount - linked to past weather events (earthquake?) (2 weeks) 	Key Text: Elliot Jones Superhero (conquering a monster tale) <ul style="list-style-type: none"> • Narrative (3 weeks) • Newspaper reports (3 weeks) 	Key Text: There's a Tiger in the Garden' (A finding tale) <ul style="list-style-type: none"> • Narrative (3 weeks) • Non-chronological report (animals) (2 weeks) ➢ Animal or nature Poetry: based on The Lost Words (2 weeks) 	Key Text: The Dragon Machine' (a Journeying tale) <ul style="list-style-type: none"> • Advice letter (from George to expert) (2 week) • Narrative (2 weeks) 	Key Text: The Dark' (a tale of fear) <ul style="list-style-type: none"> • Character description (2 weeks) • Narrative (2 weeks) <p>Fact -file: ships / famous sailors / (2 weeks)</p>
Reading	Individual / Group Readers Inference from picture prompts (e.g. Pobble365 / inference from Lost and Found)	Move to whole class reading Fiction - Oi Get off m Train - John Burningham	Fiction: Sam went to Sea Fiction: Puss in Boots	Text comparison: There's a Tiger in the Garden / The Tiger who Came to Tea Use of SATs past paper texts: Non-fiction and poetry	Text comparison: The Dragon Machine / Where the Wild Things are Use of SATs past paper texts: Non-fiction and poetry	Novel: Roald Dahl:
Spelling / Phonics	Revisit Phase 5	Phase 6	Phase 6	Phase 6	Phase 6	Phase 6
Grammar	Through English Curriculum <ul style="list-style-type: none"> - Formation of nouns using suffixes such as -ness, -er and by compounding - Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences 	Through English Curriculum <ul style="list-style-type: none"> - Formation of adjectives using suffixes such as -ful, -less - Expanded noun phrases for description and specification - Commas to separate items in a list 	Through English Curriculum <ul style="list-style-type: none"> - Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs - Statement, question, exclamation or command - Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns 	Through English Curriculum <ul style="list-style-type: none"> - Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] 	Through English Curriculum <ul style="list-style-type: none"> - Revisit and Revise 	Through English Curriculum <ul style="list-style-type: none"> - Revisit and Revise

AP sentence types	List BOYS	Short!	Ad, same ad. 2A	List BOYS Short!	Ad, same ad. 2A	Review and consolidate.
Maths	A week of inspirational Maths Numbers to 100 (6) Adding and Subtracting (13)	Multiplication of 2, 5 and 10 (10) Multiplication and Division of 2,5 and 10 (7) Fractions (16)	Fractions ctnd (16) Money (6) Length (8) Mass (7) Temperature (2)	Volume (7) 2D shapes (10) 3D shapes (6)	Time (11) More word Problems (4) SATS	Picture Graphs (5) Review and Revisit
RE	1. GOSPEL 1.4 What is the good news Jesus brings? 1.2 Who is a Muslim and what do they believe?		1.2 Who is a Muslim and what do they believe? (continued) 1.5 What makes some places sacred?		5. L.1.7 What does it mean to belong to a faith community? (Muslim / Sikh / Hindu) 6. CREATION 1.2 Who made the World? (Extend from Year 1)	
Science	<p>Context: Animals, including humans; Plants</p> <ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions. - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. - observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 		<p>Context: Plants; Everyday Materials;</p> <ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions. - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. - observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 		<p>Context: Plants; Living things and their habitats</p> <ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions. - explore and compare the differences between things that are living, dead, and things that have never been alive - identify that most living things live in habitats to which they are suited and - describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other - identify and name a variety of plants and animals in their habitats, including micro-habitats - describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. - observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	
Computing	<ul style="list-style-type: none"> - Recognise common uses of information technology beyond school. - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Children develop web skills researching the Fire of London and Samuel Pepys. - E- Safety - (Link to Anti-Bullying Week) Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have 		<ul style="list-style-type: none"> - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. <ul style="list-style-type: none"> • Algorithms away from the computer - human crane, sandwich making, crazy characters • Beebots - floor Beebots and Beebot app - E-Safety - Use technology safely and respectfully, keeping personal information private; identify where to go for help and 		<ul style="list-style-type: none"> - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. - Create and debug simple programs. - Use logical reasoning to predict the behaviour of simple programs. - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	

	<p>concerns about content or contact on the internet or on other online technologies. Focus on: To understand that personal information is valuable and should not be shared without a parent or teacher's permission. To understand that not everyone they meet will be trustworthy. To identify situations where it is wise to turn to a trusted adult for help.</p>	<p>support when they have concerns about content or contact on the internet or on other online technologies. Focus on: To understand that their emotions can be a powerful tool in helping to assess unsafe situations. To understand the importance of checking with an adult before taking part in the online environment.</p>	<p>- E-Safety - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or on other online technologies. Focus on: To stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them.</p>
<p>Theme</p>	<p style="text-align: center;"><u>Earth! Wind! Fire!</u></p> <p><u>Context: The Great Fire of London (events beyond living memory)</u></p> <ul style="list-style-type: none"> - Identify similarities and differences between ways of life in different time periods - Communicate using simple historical language - Ask and answer historical questions - Use a range of sources to support historical enquiry <p><u>Context: London</u></p> <ul style="list-style-type: none"> - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. - Name, locate and identify characteristics of the four countries and capital cities of the UK. - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. - Perform music from a given time period - Use voices expressively and creatively - Play tuned instruments musically - Experiment with sound - Use musical instruments to represent an emotion - State a preference from a selection of musical pieces and explain why <p><u>Context: Art linked to GFOL</u></p> <ul style="list-style-type: none"> - Use colour and line for effect - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - Choose colour and design based on a design brief - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - Use shape to create repeating patterns - Recall the work of a range of artists, craft makers and designers <p><u>Context: DT linked to GFOL</u></p> <ul style="list-style-type: none"> - Design products for a purpose - Follow own designs to create a product - Say how to improve own designs and models - Design a product using ICT software - Explore the design of existing products 	<p style="text-align: center;"><u>Heroes and Villains</u></p> <p><u>Context: Rosa Parks (life of significant individual)</u></p> <ul style="list-style-type: none"> - Follow and develop simple chronologies - Identify similarities and differences between ways of life in different time periods - Communicate using simple historical language - Ask and answer historical questions - Use a range of sources to support historical enquiry <p><u>Context: Oceans and Continents</u></p> <ul style="list-style-type: none"> - Name and locate the world's seven continents and five oceans. - Use simple compass directions and locational directional language to describe the location of features and routes on a map. - Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features; devise simple maps and devise simple maps and symbols in a key. <p><u>Context: Create Sound Story linked to other curriculum area (English texts / theme)</u></p> <ul style="list-style-type: none"> - Discuss the use of music in films or musical theatre showing an understanding of its narrative quality - State a preference from a selection of musical pieces and explain why <p><u>Context: Superhero Art / Andy Warhol</u></p> <ul style="list-style-type: none"> -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - Use a range of materials creatively to design and make products - Describe the differences and similarities between different practices and discipline -Express likes and dislikes of existing designs Suggest how an existing design can be improved <p><u>Context: Superheroes</u></p> <ul style="list-style-type: none"> - Decorate and colour textiles for effect including painting, dyeing and appliqué - Measure and cut materials accurately - Create templates for use with textiles - Join material using stitching - Express likes and dislikes of existing designs - Suggest how an existing design can be improved 	<p style="text-align: center;"><u>Ship Ahoy!</u></p> <p><u>Context: Victorians</u></p> <p>Victorian Seaside - compare to now.</p> <p>VISIT TO WESTERN SUPER MARE!</p> <ul style="list-style-type: none"> - Follow and develop simple chronologies - Identify similarities and differences between ways of life in different time periods - Communicate using simple historical language - Ask and answer historical questions - Use a range of sources to support historical enquiry <p><u>Context: Seaside resorts / coastlines</u></p> <ul style="list-style-type: none"> - Physical and human geography fieldwork. Studying maps. - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. - Identify seasonal and daily weather patterns in the united kingdom and the location of hot and cold areas of the world. - Use basic geographical vocabulary to refer to key physical / human features. <p><u>Context: Playing the Metallophone / creating melody</u></p> <ul style="list-style-type: none"> - Use musical instruments to create sound effects for narratives or poems - Listen with concentration to a range live and recorded music - State a preference from a selection of musical pieces and explain why <p><u>Context: Seaside art</u></p> <ul style="list-style-type: none"> - Choose own materials to create an effect of choice - Make choices about techniques for a given purpose - Use objects to create prints - Make links from the work of other artists to their own work <p><u>Context: Superheroes (ctnd from Spring); create and make a summer picnic</u></p> <ul style="list-style-type: none"> - Explore technological links to science and ICT through designing software and exploring batteries and circuits - Cut, peel and grate - Measure and weigh using standard units of measure - Assemble raw or cooked ingredients - Understand basic food hygiene

PE	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.					
	Topics: Invasion Games and Gymnastics.	Topics: Football and Motor Skills.	Topics: Tag Rugby and Health Related Exercise	Topics: Net/Wall Games and Dance.	Topics: Cricket and Athletics.	Topics: Rounders and Athletics.
PSHE	Dreams and Goals	Taking Care Project	Relationships	Spring Fever	Healthy Me	Staying Safe