




















Curriculum Overview

Year 2 – Route B

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|---|---|---|--|--|--|---|
| English  | Troll Swap Narrative Recount Diary Information Leaflets linked to Topic  | Nibbles the Book Monster Recount Diary  | Dragon Machine Narrative Non-Chronological Report linked to Topic  | The Curious Case of the Missing Mammoth Fiction Adventure  | The Last Wolf Letter  | Grandad's Secret Giant Narrative  |
| Maths  | Place Value Addition and Subtraction Statistics | | Money Addition and Subtraction Multiplication and Division Shape | | Fractions Time Length and Height Mass, Capacity and Temperature Position and Direction | |
| RE  | Creation and Covenant | Prophecy and Promise | Galilee to Jerusalem | Desert to Garden | Ends of the Earth | Dialogue and Encounter |
| Science  | Y2 Uses of everyday materials | Y2 Changing shape of everyday materials | Y2 Habitats | Y1 Seasonal Changes | Y2 Healthy Lifestyle | Y2 Living Things |
| Computing  | Y1: Computer Science – Coding with BeeBots. | Y2: Digital Literacy/E-Safety – Staying safe on the Internet. | Y1: Computer Science – Scratch Jr | Y2: Digital Literacy/E-Safety – Using a computer/device. | Y2: Information Technology – taking and using photographs. | Y2: Information Technology – Explore Seaside themed AR/360° images. |
| PE  | Multi Skills (Groups) (Throwing/Catching) Dance | Multi Skills (Groups) (Dribbling/Controlling) Dance | Multi Skills (Groups) (Aiming/Striking) Outdoor Adventurous Activity | Multi Skills (Groups) (Throwing/Catching) Gymnastics | Multi Skills (Groups) (Dribbling/Controlling) Athletics | Multi Skills (Groups) (Aiming/Striking) Athletics |
| Geography  | Our Local Area <i>What's it like where we live?</i> | | Continents and Oceans <i>Where do our favourite animals live?</i> | | People and their Communities: small areas in non-European community <i>Where in the world do these people live?</i> | |
| History  | | Bonfire Night and the Great Fire of London <i>Did the Great Fire make London a better or worse place?</i> | | Great Inventions: Transport <i>How did the first flight change the world?</i> | | Holidays <i>How have holidays changed over time?</i> |

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|  <p>Music</p> | <p>Tony Chestnut Beat, Rhythm, Pitch, Echo</p> | <p>Carnival of the Animals Timbre, Tempo, Dynamics, Pitch, Classical music Musical conversations Question and answer, Timbre, Graphic score</p> | <p>Grandma rap Duration (crotchet, quavers, crotchet rest) Unison, Round</p> | <p>Swing-along with Shostakovich 2- and 3-time, Beat, Beat groupings, 20th century classical music</p> | <p>The Rockpool Rock 2-part singing, Rock 'n' roll Structure, Timbre</p> | <p>Tanczymy labada Duration (crotchet, quavers, crotchet rest) Chords</p> |
|  <p>Art</p> | <p>Mixed Media <u>Artist study-</u> discuss Peter Mondrian – use masking tape to create lines (like maps) and paint over colours.</p> | | | <p>Sculpture and Colour <u>Artist study</u> – investigate Jill Townsley – use a variety of materials to create sculptures of modes of transport</p> | <p>Art from another culture <u>Mehndi Patterns</u> Children will explore creating texture and different lines. Use key vocab of texture.</p> | |
|  <p>Design and Technology</p> | | <p>Design, Make and Evaluate Make a pull along bus with wheels.</p> | <p>Cooking and Nutrition Create a healthy 3 course meal.</p> | | | <p>Design, Make and Evaluate Create a seaside puppet using a lever or slider mechanism.</p> |
|  <p>RSE/PSHE</p> | <p>KS1.1.1: Kester's Adventures – Handmade with Love</p> | <p>KS1.1.2.1: I Am Unique (Me) KS1.1.2.2: Girls and Boys (My Body) KS1.1.2.3: Clean and Healthy (My Health)</p> | <p>KS1.1.3.1: Feelings, Likes and Dislikes KS1.1.3.2: Feeling Inside Out KS1.1.3.3: Super Susie Gets Angry</p> | <p>KS1.1.4.1: The Cycle of Life</p> | <p>KS1.3.1.1: Trinity House KS1.3.2.1: The Communities We Live In</p> | |
|  <p>P4C</p> | <p>Identifying concepts from a stimulus Being familiar with the order of a full enquiry. Identifying concepts from the stimulus Starting to ask open questions that then can be turned into philosophical questions. Can take turns speaking with others Able to agree and disagree and give reasons I can think about a stimulus and create questions</p> | | <p>Clarifying ideas Introducing P4C language. Moving questions away from stimulus. Starting to ask different types of questions Can question other children if they do not understand Can build on other people ideas Moving questions away from context to develop philosophical thinking</p> | | <p>Developing creative thinking skills Starting to review individual and class progress Critical and creative Starting to link questions to own experiences. Responding to each other's ideas. Can give an example to support their ideas Developing creative thinking skills</p> | |