

# CURRICULUM OVERVIEW

Year 2  
2018 - 2019



| Year                                    | AUTUMN 1  | AUTUMN 2   | SPRING 1   | SPRING 2   | SUMMER 1  | SUMMER 2   |
|---|---|--|--|--|---|--|
| <b>Subject/Topic</b>                    | <b>Growing up ...</b>   | <b>What's in my suitcase?</b>  | <b>The wheels on the ...</b>   | <b>Down Under</b>  | <b>Ready, Steady, Grow!</b>   | <b>Nature Detectives</b>   |
| <b>Hook Day and Independent Project</b> | Life cycles and making salad<br><br>GP– Healthy Lifestyle Video   | Great Fire of London workshop<br>RNLI visitors<br><br>HD- Food tasting from British Isles  | HD- Making own moving vehicle.<br><br>GP –Poetry on transport.   | Australian Hook Day<br><br>GP – Australian tourist leaflet   | Wisely Gardens<br><br>IP – Shoe box garden  | Look around the environmental area for wildlife<br><br>IP - Mini beast info poster           |
| <b>Maths</b>                            | Number: place value<br>Written addition and subtraction<br>Word problems  | Multiplication and division  | Money<br>Statistics  | Number: fractions<br>Addition and subtraction  | Measurement:<br>time<br>Shape   | Direction<br>Recapping guided areas  |
| <b>English (writing genre)</b>          | <i>Explanation – Human Life Cycle</i><br><br><i>Explanation – Food Types</i><br><br><i>Instructions – Food Art</i><br><br><i>Instructions – Salad</i> | <i>Explanation – Features of Scotland</i><br><br><i>Explanation – Grace Darling</i><br><br><i>Letter – Survivor thanks to Grace Darling</i><br><br><i>Diary – Samuel Pepys</i> | <i>Poetry (Down by the Station) - Transport Poem</i><br><br><i>Narrative (Story Problem) – Magical Journey</i><br><br><i>Diary – Amy Johnson</i> | <i>Description - Coral Reef</i><br><br><i>Wanted Posers Australian Animals</i><br><br><i>Non- chronological report Leaflet – Tourist Information Guide</i><br><br><i>Story Australian animal</i> | <i>Instructions – How to Plant a Seed</i><br><br><i>Narrative – Setting Description</i><br><br><i>Recount Wisley Gardens trip</i> | <i>Info Text - Woodlands</i><br><br><i>Info Text - Ponds</i><br><br><i>Poetry - Acrostic</i> |

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|------------------|--|--|--|---|--|---|
| <b>Science</b>   | <p>Animals Including Humans</p> <p>Life Cycles – human, frog, butterfly</p> <p>Balanced diet</p> <p>Effect of exercise</p> | NA   | <p>Materials</p> <p>Explore everyday materials</p> <p>Materials in transport and why</p> | <p>Living Things and their Habitats</p> <p>Australian animals</p>                 | <p>Plants Living Things and their Habitats</p> <p>Plant hunt</p> <p>Naming parts</p> <p>Plant experiment</p> | <p>Living Things and their Habitats</p> <p>Visit the pond and woodland area</p> <p>Food chain role play</p> |
| <b>History</b>   | NA   | <p>Grace Darling</p> <p>Samuel Pepys</p> <p>The Great Fire of London (local)</p>                                 | <p>Chronology of Transport</p> <p>Amy Johnson (local)</p> <p>Titanic</p>                 | <p>Captain Cook</p> <p>Aboriginal People</p>                                      | NA   | NA  |
| <b>Geography</b> | NA   | <p>The British Isles</p> <p>Locational Knowledge<br/>Skills &amp; Fieldwork<br/>Human &amp; Physical Mapping</p> | NA   | <p>Australia</p> <p>World Map<br/>Human &amp; Physical Skills &amp; Fieldwork</p> | <p>Plants Around the World</p> <p>World Map</p>  | NA  |
| <b>DT</b>        | <p>Cooking and Nutrition</p> <p>Where food comes from<br/>Making Salads</p>  | <p>Design, Make, Evaluate</p> <p>Junk model &amp; decorate lighthouse</p>  | <p>Design, Make, Evaluate</p> <p>Technical Knowledge</p> <p>Moving Vehicles</p>          | NA  | NA   | NA  |

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| <b>Art</b>       | Food Art<br><br>New   | Great Fire of London<br><br>Silhouette and pastels  | Drawing Toys<br><br>Sketching with charcoal   | Aboriginal Art<br><br>Painting using dots                               | Shoebox Garden<br><br>Collage<br><br>Fruit Faces<br><br>Fruit<br>Artist: Arcimboldo | Natural Sculptures<br><br>Sculptures with natural materials<br><br>Artist: Andy Goldsworthy |
| <b>Music</b>     |   |   |   |   |   |   |
| <b>Computing</b> | <u>DL</u><br>e-safety<br><u>IT</u><br>Photo editing:<br>Taking, selecting and editing photos and digital images<br>Evidence printed for folders | <u>CS – Gaming Unit</u><br>Espresso Coding Unit<br>2a Different Sorts of Inputs<br>Evidence saved in pupil folders on espresso coding | <u>IT</u><br>J2e5 – Interactive book<br><u>DL</u><br>e-safety<br>Evidence saved in individual J2e pupil log-ins | <u>CS</u><br>Scratch Jr – creating games<br>Evidence saved on Scrath Jr | <u>IT</u><br>Powerpoint<br><u>DL</u><br>e-safety<br>Evidence saved on Googledrive   | <u>IT</u><br>3D Animations<br>Evidence saved on Googledrive                                 |
| <b>PE</b>        | Dance<br>Outdoor Games  | Gym<br>Athletics  | Dance<br>Outdoor Games  | Gymnastics<br>Outdoor Games   | Dance<br>Athletics  | Gymnastics<br>Athletics   |
| <b>RE</b>        | Judaism<br><br>Places and Sukkot  | Judaism<br><br>sacred writing   | Festivals of Light<br>Hinduism, Judaism, Christianity   | Hinduism<br><br>Sacred Writing  | Islam<br><br>key people, places   | Islam<br><br>writings, festivals  |

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|--------------------------|---|---|---|---|---|---|
| <p><b>PSHE</b></p>       | <p>Being me in my world</p> <p>Work based around settling into a new year group.</p> <p>Establishing class routines, rules, learning environment.</p> | <p>Dreams and Goals</p> <p>I can identify some ways in which my friend is different from me</p> <p>I can tell you why I value this difference about him/her</p> | <p>Celebrating difference</p> <p>I can explain some of the ways I worked cooperatively in my group to create the end product</p> <p>I can express how it felt to be working as part of this group</p> | <p>Healthy Me</p> <p>I can make some healthy snacks and explain why they are good for my body</p> <p>I can express how it feels to share healthy food with my friends</p> | <p>Relationships</p> <p>I can identify some of the things that cause conflict between me and my friends</p> <p>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends</p> | <p>Changing me</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I can tell you what I like/don't like about being a boy/girl</p> |
| <p><b>MFL French</b></p> | <p>-introducing self and asking about others<br/>-songs and games)<br/>-puppet role plays</p>   | <p>-Max et les Maximonstres (Where the Wild Things Are)<br/>-body parts<br/>-songs and games<br/>-Pere Noel rhyme</p>   | <p>-Epiphany traditions<br/>-food and drink<br/>-likes and dislikes<br/>-sports<br/>-games, songs and stories</p>   | <p>-animals/pets<br/>-numbers<br/>-shapes<br/>-transport<br/>-games, songs and stories</p>  | <p>-months of the year<br/>-weather<br/>-games, songs and stories</p>   | <p>-alphabet<br/>-families<br/>-games, songs and stories</p>  |

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|  |  |                                |   |  |                    |  |
|--|--|--------------------------------|---|--|--------------------|--|
| <b>Global citizenship, eco and multicultural links</b> | What is needed for healthy lifestyle?<br>What do others want? (GC) | Importing fruit (bananas) (GL) | Eco issues<br>Recycling<br>Saving water<br>Saving energy<br>Litter<br>Pollution | Country not in Europe<br>Similarities and differences to UK<br>Name and locate world continents and oceans<br>Location of hot and cold areas | Farming Trade (GL) | Looking after our school environment(GL)<br>Harvest – Food Banks (local, GL) |
|--|--|--------------------------------|---|--|--------------------|--|