



## Curriculum Overview 2016-17 Year Group: 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Wild Thing!	Boom!	Trash 2 Treasure	Under the Sea	Africa	Boil & Burn
History	N/A	<b>Guy Fawkes</b> - Pupils should know where the people and events they study fit within a chronological framework. - They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. R - 14,30,13,37,29	<b>Treasures of the Past</b> - Identify similarities and differences between ways of life in different periods.  R – 24,27,29,31	N/A	N/A	<b>Plague &amp; Great Fire of London</b> - Significant historical events, people and places in their own locality. - Events beyond living memory that are significant nationally. - They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. R – 9,24,27,29,32
Geography	<b>Locational knowledge</b> - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Use aerial photographs and plans. - Devise a simple map; and use and construct basic symbols in a key.	N/A	<b>Weather Watch Week</b> - Identify seasonal and daily weather patterns in the United Kingdom.  R – 24,29	<b>Locational Knowledge</b> - Name and locate the world's seven continents and five oceans. - Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - Use world maps, atlases and globes. - Use simple compass directions.	<b>Place Knowledge</b> - 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. - Use basic geographical vocabulary to refer to human and physical features of an area. R –13,24, 27,28,29,31,32,	N/A
Science	<b>Animals including Humans</b> - Find out about and describe the basic needs of animals for survival - Lifecycles.  R – 6,24	<b>Health &amp; Growth</b> - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  R – 6,24,27	<b>Materials</b> - Identify and compare the suitability of a variety of everyday materials for particular uses. - Find out how the shapes of solid objects made from some materials can be changed.	<b>Food &amp; Food chains</b> - Describe how animals obtain their food using the idea of a simple food chain, and identify and name different sources of food. - Explore and compare the differences between things that are living, dead, and things that have never been alive. R – 6,29	<b>Habitats/Micro habitats</b> - Identify that most living things live in habitats to which they are suited. - Identify and name a variety of plants and animals in their habitats, including micro-habitats.  R - 29	<b>Plants</b> - 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.  R – 6,29

Computing	<b>Online Safety</b> - Use technology safely and respectfully.  R - 17	<b>Programming</b> - Create and debug simple programs. - Use logical reasoning to predict the behaviour of simple programs.	<b>Purposeful Technology</b> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<b>Algorithms</b> - Understand what algorithms are.	<b>Technology beyond school</b> - Recognise common uses of information technology beyond school.	<b>Purposeful Technology</b> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Art R - 29	<b>Sketching and collage</b> - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	<b>Colour</b> - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	<b>Recycle/upcycle</b> - Use a range of materials creatively to design and make products. - Learn 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.	<b>Disney art &amp; cartoons</b> - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	<b>Chris Ofili</b> - Learn about the work of a range of artists.	<b>Skyline</b> - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
DT	N/A	<b>3D models</b> - Design, make and evaluate their ideas and products.	N/A	<b>Amphibious vehicles</b> - Build structures, exploring how they can be made stronger, stiffer and more stable. - Explore and use mechanisms in their products.	N/A	<b>Treacle pots</b> - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
Music/drama R - 29	<b>Wolves – drama</b> (Literacy enrichment)	<b>Composing - timbre, structure &amp; dynamics</b> - Play tuned and untuned instruments musically.	<b>Hits (and Misses)</b> - Listen with concentration and understanding to a range of high-quality live and recorded music.	<b>Pentatonic scale &amp; ostinato</b> - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<b>Songs from Africa</b> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<b>Plague – drama</b> (Literacy enrichment)
RE	<b>Myself</b> R – 14,16,23	<b>Celebrations</b> R - 14	<b>Stories</b>	<b>Leaders &amp; Teachers</b>	<b>Belonging</b> R – 14,30	<b>Beliefs</b> R – 14,30
PE R - 29	<b>Team Games</b> - Participate in team games, developing simple tactics for attacking and defending.	<b>Dance – Fireworks</b> - Perform dances using simple movement patterns.	<b>Gym</b> - Develop balance, agility and co-ordination.	<b>Ball skills</b> - Master basic movements including throwing and catching.	<b>Rounders</b> - Participate in team games.	<b>Athletics</b> - Master basic movements including running and jumping.
PSHE	<b>New Beginnings</b>  R – 3,12,42	<b>Getting on and Falling Out</b> R -12,15	<b>Going for Goals</b>  R - 29	<b>It's Good to be Me</b>  R – 24,29	<b>Relationships</b>  R – 13,16,29,37	<b>Changes</b>  R – 16,34