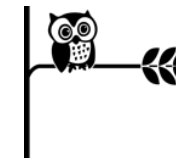


Curriculum Overview 2019-20

Year Group: 2



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Why does the UK have 4 countries but only 1 queen?	Was Guy Fawkes a hero or a villain?	Who is Rosa Parks?	Was the Great Fire of London a good thing?	What mysteries exist under the sea?	Why is Africa amazing?
English	<p>Fiction – Narrative – Different stories by the same author</p> <p>Non-Fiction – Non-chronological report</p> <p>Poetry – Structured poetry - Kennings</p>	<p>Fiction – Narrative – Stories with a familiar setting</p> <p>Non-Fiction – Letter</p> <p>Poetry – performance poems</p>	<p>Fiction – diary, extended stories – The Iron Man</p> <p>Poetry – N/A</p>	<p>Fiction – narrative – Significant stories</p> <p>Non-Fiction – information texts</p> <p>Poetry – N/A</p>	<p>Fiction – diary, description, narrative</p> <p>Non-Fiction – recount, explanation</p> <p>Poetry – N/A</p>	<p>Fiction – traditional tales, diary</p> <p>Non-Fiction – Instructions</p> <p>Poetry – Visual Poems</p>
History	N/A	<ul style="list-style-type: none"> - Pupils should know where the people and events they study fit within a chronological framework. - They should ask and answer 	<p>To know about the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>- Identify similarities and</p>	<p>Significant historical events, people and places in their own locality.</p> <p>-Events beyond living memory that are significant nationally.</p> <p>-They should</p>	N/A	-

		<p>questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>R - 14,30,13,37,29</p>	<p>differences between ways of life in different periods.</p> <p>R – 24,27,29,31</p>	<p>understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>R – 9,24,27,29,32</p>		
Geography	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Use aerial photographs and plans.</p> <p>Devise a simple map and use/construct basic symbols in a key.</p>	N/A	N/A	N/A	<p>-Name and locate the world's seven continents and five oceans.</p> <p>-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.</p> <p>-Use simple compass directions.</p>	<p>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</p>

						and physical features of an area. R –13,24, 27,28,29,31,32,
Science	<p>Animals including Humans</p> <p>- Find out about and describe the basic needs of animals for survival - Lifecycles.</p> <p>R – 6,24</p>	<p>Health & Growth</p> <p>- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>R – 6,24,27</p>	<p>Materials</p> <p>-Identify and compare the suitability of a variety of everyday materials for particular uses.</p> <p>-Find out how the shapes of solid objects made from some materials can be changed.</p>	<p>Habitats/Micro habitats</p> <p>- 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 microhabitats.</p> <p>R - 29</p>	<p>Food & Food chains</p> <p>- 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.</p> <p>R – 6,29</p>	<p>Plants</p> <p>-Observe and describe how seeds and bulbs grow into mature plants.</p> <p>-Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>R – 6,29</p>
Computing	<p>Online Safety</p> <p>- Use technology safely and respectfully.</p> <p>R - 17</p>	<p>Programming</p> <p>-Create and debug simple programs.</p> <p>-Use logical reasoning to predict the</p>	<p>Purposeful Technology</p> <p>- Use technology purposefully to create, organise, store, manipulate and retrieve digital</p>	<p>Technology beyond school</p> <p>- Recognise common uses of information technology beyond school.</p>	<p>Algorithms</p> <p>- Understand what algorithms are.</p>	<p>Purposeful Technology</p> <p>- Use technology purposefully to create, organise, store, manipulate and</p>

		behaviour of simple programs.	content.			retrieve digital content.
Art	<p>Looking at animals in art</p> <p>Looking at a range of animal art works from different times and in different media.</p> <p>Look at collage work by Megan Coyle. Make a paper collage colour wheel and discuss some basic colour theory.</p> <p>Use this to create a paper collage picture of a wild animal</p>	<p>Colour</p> <p>- Make depictions of fireworks using chalk pastels, cut tissue paper snowflakes in fire colours, blow paintings or brusho "explosions"</p>	<p>Chris Ofili</p> <p>- Learn about the work of a range of artists and disciplines, and making links to their own work.</p>	<p>Looking at a range of landscapes from different times and in different media that depict the great fire. Create a watercolour wash using colour mixing in fire colours. Cut and collage to make flames. Add felt tip drawn depictions of tudor houses to the foreground.</p>	<p>Disney art & cartoons</p> <p>- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>Looking at traditional design of Kente cloth from West Africa. Paint a selection patterns onto paper strips. Weave paper strips together. Use foam printing blocks to add a personal symbol.</p> <p>Maths link – repeating pattern</p>
DT	N/A	<p>3D models</p> <p>Design a pattern for our own rocket. Decorate and construct a paper rocket to launch with a straw.</p>	N/A	<p>Look at the architecture of homes at the time.</p>	<p>Amphibious vehicles</p> <p>-Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>-Explore and use mechanisms in their products.</p>	<p>Looking at traditional design of Kente cloth from West Africa. Paint a selection patterns onto paper strips. Weave paper strips together. Use foam printing blocks to add a personal symbol.</p> <p>Maths link – repeating pattern</p>

Music / Drama	Wolves – Music Little Red Riding Hood BBC learning Singing and listening comprehension	Drama Explore Gunpowder plot through role-play, thought track and freeze frame.	Raps Create recycle raps through rhythm pulse and structure, - verse/chorus/bridge	Drama Great Fire – role play, conscience alley, freeze frame	Pentatonic scale & ostinato – sea-scapes - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	African Drumming Rhythm, call and response.
RE	Muslim faith and beliefs R – 14,16,23	Jewish faith and beliefs R - 14	Sacred Books	Sacred times Judaism R – 14,30	Sacred times Islam R – 14,30	Caring for others around the world R – 14,30
PE	Team Games - Participate in team games, developing simple tactics for attacking and defending.	Dance – Fireworks - Perform dances using simple movement patterns.	Gym - Develop balance, agility and co-ordination.	Rounders - Participate in team games.	Ball skills - Master basic movements including throwing and catching.	Athletics - Master basic movements including running and jumping.
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me