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| **https://img.cdn.schooljotter2.com/sampled/11926645/98/98/nocrop/ Year 2 Whole year Curriculum overview** | | | | | | | | | | | |
|  | **Advent** | | | | **Lent** | | | | **Pentecost** | | |
| **What would you do?** | **All about Orang-utans** | **Pattern, Rhythm, Rhyme** | **Newshounds** | **A Twist in the tail** | **Does chocolate grow on trees?** | **Word detectives** | **A closer look** | **Muddles and Mishaps** | **Silly stuff** | **What is the most unusual place...?** |
| **Science** | Use of every day **materials**  Materials vs objects  Investigating how **shapes** of objects **change** | **All living things and their habitats**  Animal offspring  Needs of animals for survival.  How animals adapt and suit habitat.  Animals that are alive/dead/never alive.  Animals including humans  Simple food chain  Food sources | | | **Plants**  Needs of plants for survival.  Life cycle of a plant | Discuss importance of **hygiene** for humans. | Explore importance of **exercise and healthy eating** right amount of different types of food. | |  |  | Compare familiar and less familiar **habitats.**  Use of **materials** in the home. |
| **History** | **Changes within living memory**  Sequencing toys throughout the ages | **Events beyond living memory**  Investigating animals that have become extinct  **Events beyond living memory**  Great Fire of London  Guy Fawkes  **Changes within living memory**  Christmas |  |  | **The Lives of significant individuals from the past**  To investigate the life of Hans Christian Anderson | **The Lives of significant individuals from the past**  **Changes within living memory**  To investigate the history of Cadbury, including John and George Cadbury |  |  |  | **Changes within living memory**  To investigate changes in ways we communicate. | **Events beyond living memory**  Identify differences between ways of life (homes) from different times |
| **Computing** | **Coding**  **Online Safety**  **Spreadsheets** | | | | **Questioning**  **Effective Searching**  **Creating pictures** | | | | **Making Music**  **Presenting ideas** | | |
| **Geography** | **Locational Knowledge**  Name the 7 continents and the  5 oceans  Locating Central America | **Place knowledge**  Compare and contrast local area to Borneo  **Geographical skills**  Use world maps, atlases and globes to identify the UK and its countries.  Devise simple maps with keys  Following routes on maps using compass directions and locational language.  North / South pole |  |  | **Geographical skills**  Identify features of landscapes from aerial photographs.  **Geographical vocabulary**  Key human features eg. Town, city etc | **Place knowledge**  Compare and contrast UK to Brazil (chocolate growing **Geographical skills**  Drawing maps  (Loompa Land) |  |  |  |  | **Locational Knowledge**  To begin to spatially match places on a map (Fair Isle from Wordsmith book) |
| **Art & Design** | **Human Form**  Exploring how bodies and faces are portrayed in art: looking at works of art, creating collages, drawing portrait, creating a peg figure and collage. |  |  | **Formal Elements of Art**  Pattern, texture and tone: creating printed patterns using everyday objects, taking rubbings using different media and creating 3D drawings. | **Art & Design Skill**  Design, drawing, craft, painting and art appreciation: replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing weaving skills, working with clay and experimenting with brush strokes. |  |  |  | **Sculpture & mixed media (Superheroes)**  Sculpture, pop art, drawing to portray emotions and taking inspiration from the works of Roy Lichtenstein. |  |  |
| **Design & Technology** | **Mechanisms: Making a moving monster**  Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster.  **Worry dolls**  **Design**  Using materials creatively and according to their characteristics | **Food: A balanced diet**  **Cooking and Nutrition**  Follow food safety and hygiene guidance when preparing food and Learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to understand a balanced diet to develop a healthy wrap. |  | **Textiles: Pouches**  Learn how to sew a running stitch ready to design, make and decorate a pouch using a template. | **Structures: Baby Bear’s Chair**  Explore stability and methods to strengthen structures, to understand Baby Bear’s chair weaknesses and develop an improved solution for him to use. | **Cooking and Nutrition**  Understand where chocolate comes from.  Discuss basic principles of healthy eating. |  |  |  |  | **Mechanisms: Fairground Wheel.**  Design and create a functional Ferris wheel, learn how different components fit together so that the wheel rotates and the structure stands freely. |
| **Music** |  | Use singing voice expressively and creatively - King Louie (The Jungle Book) *I Wanna Be Like You*  Identify the pulse in pieces of music (*I Wanna be Like You)* |  |  | Experiment with, create, select and combine sounds using interrelated dimensions of music to  accompany different songs from Traditional Tales.  To respond physically when performing (actions to songs) |  |  |  | Play tuned instruments musically  (Ukulele) | Play tuned instruments musically  (Ukulele) | |
| **PE** | **Fundamental movement skills**  **(Movement and ladders)**  **Games**  **SAQ/Circuits- including how to keep healthy**  **Dance** | | | | **Gymnastics**  **Basketball**  **Athletics**  **Parachute + Cone adapted invasion games** | | | | **Athletics**  **Fundamental movement skills**  **Football**  **Cricket** | | |
| **PHSE/RSE**  **Aiming High**  **Financial Education**  **British Values** | [Girls and Boys (My Body)](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/ks1-mod1/girls-and-boys/)  [Clean & Healthy (My Health)](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/ks1-mod1/clean-and-healthy/)  [Feelings, Likes and Dislikes](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/ks1-mod1/feelings-likes-and-dislikes/)  [Feeling Inside Out](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/ks1-mod1/feelings-inside-out/)  [Super Susie Gets Angry](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/ks1-mod1/super-susie-gets-angry/)  Re-cap/ re-visit Year 1 Topics  **World Environments** | | | | [Treat Others Well…](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/ks1-mod2/treat-others-well/)  […and Say Sorry](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/ks1-mod2/and-say-sorry/)  [Good Secrets & Bad Secrets](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/ks1-mod2/good-secrets-and-bad-secrets/)  [Physical Contact](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/ks1-mod2/physical-contact/)  Re-cap/ re-visit Year 1 Topics  **The earth’s resources** | | | | [Who Is My Neighbour?](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/ks1-mod3/who-is-my-neighbour/)  [The Communities We Live In](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/ks1-mod3/the-communities-we-live-in/)  Re-cap/ re-visit Year 1 Topics  **Planet Protectors** | | |
| **Eco** | Healthy living  School grounds  Biodiversity  Global Citizenship | | | | Waste and water | | | | Global Citizenship  Marine  Transport | | |