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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** | **What is the most unusual place...?**  | **Silly stuff** | **Act it out** |
| **Science** | Use of everyday **materials**Materials vs objectsInvestigating how **shapes** of objects **change****(Worry dolls)** | **All living things and their habitats**Animal offspringNeeds of animals for survival.How animals adapt and suit habitat.Animals that are alive/dead/never alive.Animals including humansSimple food chainFood 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.** |  |  |
| **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 LondonGuy 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** | After Half Term –**Coding****Online Safety****Spreadsheets** | **Questioning****Effective Searching****Creating pictures** | **Making Music****Presenting ideas** |
| **Design and Technology** | I can make my worry doll using materials creatively and according to their characteristics | **Mechanisms: Making a moving monster**To look at objects and understand how they move**Make**To make a moving monster**Technical knowledge**I understand that linkages use levers and pivots to create motion | **Food: A balanced diet****Cooking and Nutrition**Follow food safety and hygiene guidance when preparing food | **Textiles: Pouches Christmas Stockings**I can thread a needleI can sew a running stitchI can use neat and evenly spaced stitches to join fabric | **Structures: Baby Bear’s Chair** To explore the concept and features of structures and the stability of different shapes**Make**I know there are different ways paper can be folded to improve its strength and stiffness**Evaluate**To evaluate the strength, stiffness and stability of their structure |  **Cooking and Nutrition**Use basic techniques to make food itemsUnderstand where food comes fromDiscuss basic principles of healthy eating**(EXTRA dependent on Cadbury’s World Trip)** |  |  |  | **Mechanisms: Fairground Wheel**Build structures, exploring how they can be made stronger, stiffer and more stable |  |  |
| **Geography** | **Locational Knowledge**Name the 7 continents and the5 oceansLocating 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 keysFollowing routes on maps using compass directions and locational language.North / South pole(I can follow directions using a compass- **Discreet** **learning**) |  |  | **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**Create body sculptures Create a 3D figure based on a significant person from history | **Formal Elements of Art**Create repeating patternsExplore different textures | **Art & Design Skill**Experiment with different objects to make marks on clayDesign a Clarice Cliff style plate |  |  |  | **Sculpture & mixed media (Superheroes)**To create 3D human forms Draw faces that express different emotions |  |  |  |
| **Music** |  | **African call and response song (Theme: Animals)**To learn a traditional song from AfricaTo create rhythms based on ‘call and response’ |  |  | **Orchestral instruments (Theme: Traditional Western stories)**To listen to and analyse an orchestral version of a traditional storyTo write a story (Jack and the Beanstalk) and select appropriate musical sounds to accompany it |  |  | **On this Island: British songs and sounds**To learn about the music of the British Isles and create music of our own |  | **Musical me**To sing and play an instrument at the same time(Ukuleles) Discrete topic |
| **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 livingSchool groundsBiodiversityGlobal Citizenship | waste and water | Global CitizenshipMarineTransport |