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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 objects  Investigating how **shapes** of objects **change**  **(Worry dolls)** | **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.** |  |  |
| **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** | 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 needle  I can sew a running stitch  I 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 items  Understand where food comes from  Discuss 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 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  (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 patterns  Explore different textures | **Art & Design Skill**  Experiment with different objects to make marks on clay  Design 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 Africa  To create rhythms based on ‘call and response’ |  |  | **Orchestral instruments (Theme: Traditional Western stories)**  To listen to and analyse an orchestral version of a traditional story  To 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 living  School grounds  Biodiversity  Global Citizenship | | | | waste and water | | | | Global Citizenship  Marine  Transport | | | |