

## Year 2 Curriculum Overview

	Autumn	Spring	Summer
<b>Writing (including texts used)</b>	<p><b>Poetry: 1wk</b> Thinker: My Puppy Poet and Me - Eloise Greenfield</p> <p><b>Instructions: 2wks</b> The Disgusting Sandwich – Gareth Edwards</p> <p><b>Creating Narrative: 3wks</b> Lubna and Pebble – Wendy Meddour</p> <p><b>Personal Narratives: 2wks</b> The Proudest Blue – Ibtihaj Muhammad</p> <p><b>Developing Punctuation: 1wk</b> Don't Let the Pigeon Drive the Bus! - Mo Willems</p> <p><b>Writing letters: 2wks</b> Paddington's Post – Michael Bond</p>	<p><b>Persuasion: 3wks</b> The King Who Banned the Dark - Emily Haworth Booth</p> <p><b>Writing to Entertain: 2wks</b> The Dragon Machine <i>Poetry Link - Tiger, Tiger, Burning Bright - Poetry Anthology - Fiona Waters</i></p> <p><b>Writing about Real Life: 1wk</b> What Do Grown Ups Do All Day? – Virginie Morgand</p> <p><b>Writing Instructions: 1wk</b> How to Babysit a Grandma – Jean Reagan</p> <p><b>Writing a Fact file: 2 wks</b> Monstrous Book of Monsters &amp; Dragon World - Johnny Duddle &amp; Aleksei Bitskoff</p> <p><b>Inventing Narratives: 2wks</b> The Night Gardener – The Fan Brothers</p>	<p><b>Developing Description: 2 wks</b> The Tunnel – Anthony Browne <i>Poetry Link - An Emotional Menagerie – The School of Life</i></p> <p><b>Recounts: 2wks</b> Augustus &amp; His Smile – Catherine Rayner</p> <p><b>Developing Vocabulary: 2wks</b> Never Smile at a Monkey - Steve Jenkins</p> <p><b>Developing Persuasive Language: 2 wks</b> The Promise – Nicola Davies Wangari's Trees of Peace – Jeanette Winter</p> <p><b>Writing to Inform: 2 wks</b> Africa, Amazing Africa - Atinuke</p> <p><b>Narrative: 1wk</b> The Midnight Fair – Gideon Sterer</p>
<b>Reading</b>	Texts listed above. Small Group Guided Reading. Phonics Rapid Catch Up. Daily Story time.	Texts listed above. Whole Class Guided Reading. Phonics Rapid Catch Up. Daily Story time.	Texts listed above. Whole Class Guided Reading. Phonics Rapid Catch Up. Daily Story time.
<b>Maths</b>	White Rose	White Rose	White Rose
<b>Science</b>	<p><b>Plant growth</b> Plants grow from seeds, and require water, light and a suitable temperature</p> <p><b>Needs of animals</b> Animals need water, food and air to survive and to have offspring</p>	<p><b>Uses of everyday materials</b> Comparisons of an object's material with its use; impact of bending, twisting on solid objects</p> <p><b>Living things &amp; their habitats</b> Basic introduction to habitats and micro-habitats, and simple food chains</p>	<p><b>Solids, liquids and gases</b> Understanding how the same substances can exist as solids, liquids and gases</p> <p><b>Consolidation and review</b></p>
<b>History</b>	<p><b>Local history: community &amp; family</b> Exploring how our community has changed over time through one lens like food or music</p>	<p><b>Great Fire of London [Spr 2]</b> Life in London 1660s, and the causes and effects of the Great Fire of London</p>	<p><b>Comparison of explorers</b> The similarities and differences between the lives of Sacagawea and Michael Collins</p>
<b>Geography</b>	<p><b>Mini Mappers</b> Studying the human and physical geography of the local area with an introduction to scale and fieldwork</p>	<p><b>Hot and cold deserts [Spr 1]</b> Locating hot and cold deserts, and identifying common physical and human features</p>	<p><b>Rivers, seas and oceans</b> Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas</p>
<b>Computing (Teach Computing)</b>	<p><b>Online Safety - EFACW</b> <u>Computing systems and networks</u> <b>Information Technology around us</b> <u>Creating media</u> <b>Digital photography</b></p>	<p><b>Online Safety - EFACW</b> <u>Programming</u> <b>Robot algorithms</b> <u>Data and information</u> <b>Pictograms</b> Link to Science – Living things and their habitats</p>	<p><b>Online Safety - EFACW</b> <u>Creating media</u> <b>Making music</b> <u>Programming</u> <b>Introduction to quizzes</b></p>

<b>Art</b>	<p>Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking.</p> <p><b>Zaha Hadid, The Boyle Family</b> [History, Geography, RW]</p>	<p>Looking at tints, tones and shades in <i>The King Who Banned the Dark</i> and Picasso's paintings from his Blue Period.</p> <p><b>Emily Haworth-Booth, Pablo Picasso</b> [English, option of History]</p>	<p><b>Water</b></p> <p>Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings.</p> <p><b>Katsushika Hokusai, David Hockney, Claude Monet</b> [Geography]</p>
<b>Design Technology</b>	<p><b>Food – Salads [Aut2]</b></p> <p>Preparing healthy, balanced salads that include proteins.</p>	<p><b>Wheels &amp; Axles [Spr2]</b></p> <p>An engineering project to design a buggy that rolls straight and smoothly.</p>	<p><b>Glove Puppets</b></p> <p>Creating props to tell a story to children in EYFS</p>
<b>Religion and World Views</b>	<p>Where is religion in our local community? What does it mean to be free?</p>	<p>What do stories from the bible reveal about what God is like? Why does Easter matter to Christians?</p>	<p>What do our senses tell us about Hindu worship? How do celebrations give Hindus a sense of belonging?</p>
<b>P.S.H.E (Jigsaw Scheme of work )</b>	<p><b>Being Me in My World</b> 'Who am I and how do I fit?'</p> <p><b>Celebrating Difference</b> Respect for similarity and difference. Anti-bullying and being unique</p>	<p><b>Dreams and Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this</p> <p><b>Healthy Me</b> Being and keeping safe and healthy</p>	<p><b>Relationships</b> Building positive, healthy relationships</p> <p><b>Changing Me</b> Coping positively with change</p>
<b>School Values</b>	<b>Resilience &amp; Kindness</b>	<b>Tolerance &amp; Cooperation</b>	<b>Respect &amp; Fairness</b>
<b>P.E</b>	Gymnastics & Basketball Multi-skills & Gymnastics	Dance & Football Multi-skills & Orienteering	Athletics & Cricket Athletics & Tennis
<b>Music (Alex)</b>	Voice, instruments, listening, creating and combining	Voice, instruments, listening, creating and combining	Voice, instruments, listening, creating and combining
<p>Educational Enrichment and Parent Partnerships</p> <p><b>These are added to during the year.</b></p>	<p>Weekly Garden School House Events</p> <p>Remembrance Day, Christmas Concert <i>Enrichment weeks. Trips/visiting speakers.</i></p> <p>Class meetings, Stay and Learn, Stay and Read, Stay and Calculate, Curriculum workshops</p>	<p>Weekly Garden School House Events</p> <p>World Book Day, Internet Safety Day, Number Day, Spring Concert <i>Enrichment weeks. Trips/visiting speakers</i></p> <p>Class meetings, Stay and Learn, Stay and Read, Stay and Calculate, Curriculum workshops</p>	<p>Weekly Garden School House Events - Sports Day, <i>Enrichment weeks. Trips/visiting speakers</i></p> <p>Class meetings, Stay and Learn, Stay and Read, Stay and Calculate, Curriculum workshops</p>