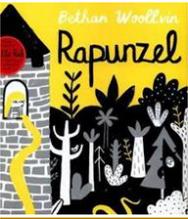
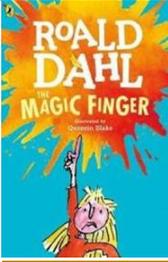
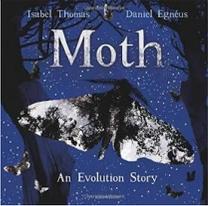
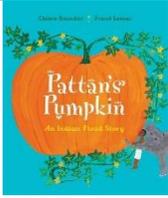
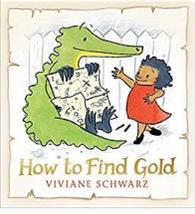
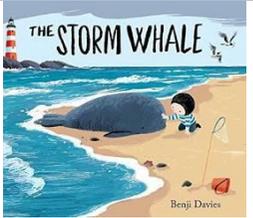
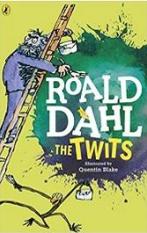


YEAR 2 CURRICULUM OVERVIEW (LTP) (Class 5 & 6)

	Term 1 (8 Weeks)	Term 2 (7 Weeks)	Term 3 (6 Weeks)	Term 4 (5 Weeks)	Term 5 (6 Weeks)	Term 6 (7 Weeks)
Topic title	Towers, tunnels and turrets.	Muck, Mess and Mixtures	Wriggle and Crawl.	The Scented Garden	Land Ahoy!	Beachcombers
Super Start (hook)	Make a Castle	Messy Morning (look at ILP)	Bug hunt! Visit a local woodland/local park	Investigate different plants. (Plant a seed)	Pirate Day (Partake History) RNLI	Go to the seaside
Fabulous Finish (learning celebration)	Build a fortress for The Three Little Pigs Day	Art Exhibit.		Fruit and veg tasting day. Smoothie Stall?	Making a Maritime Museum Treasure Hunt	Parents invited in to look at learning
First Hand Experiences						Seaside
Maths	Numbers to 100 Addition and Subtraction Money Multiplication and Division Multiplication and Division		Statistics Length and Height Properties and Shape Fractions Time		Weight, Volume and Temperature Problem solving Position and direction	
English (POR Books)	 <p><u>Rapunzel</u> (5 weeks)- Writing in Role Poetry Explanatory Writing</p>	 <p><u>The Magic Finger(3 weeks)-</u> Information poster Sequel narrative <u>The Adventures of the Egg Box Dragon (4 weeks) -</u> Letter Writing Instructions</p>	 <p><u>The Bee Who Spoke (4 weeks):</u> Poetry Information Booklet <u>Moth (4 weeks):</u> Non chronological report Persuasive text</p>	 <p><u>Wild (4 weeks):</u> Story writing Non Chronological Reports (Bears) <u>Pattan's Pumpkin (4 weeks):</u> Myths News Report Diary</p>	 <p><u>How to find Gold (5 weeks):</u> Character description Setting description Playscript <u>The Secret of Black Rock (4 weeks):</u> Recipes Instructions Personal narrative</p>	 <p><u>The Storm Whale (3 weeks):</u> Story writing Debate Play script <u>The Snail and The Whale (3 weeks):</u> Travel journals Newspaper reports</p>

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<p>Book Study</p>	<p>Ziraffa Giraffa</p> 	<p>George's Marvellous Medicine The Twits</p>  	<p>Non-Fiction Tadpole's Promise Habitat Life Cycles etc</p> 	<p>Comprehensions</p>	<p>Comprehensions</p>	<p>Fluency/Comprehensions.</p>
<p>Science</p>	<p><u>Materials and Healthy Lifestyles</u> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Healthy Eating Week) Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Perform simple tests. Identify and classify.</p>	<p><u>Materials</u> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Observe closely, using simple equipment. Perform simple tests.</p>	<p><u>Animals and Habitats.</u> Basic needs of animals. Notice animals have offspring which grow into adults. Ask simple questions and recognise that they can be answered in different ways. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in</p>	<p><u>Plants</u> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Observe closely, using simple equipment. Identify and classify.</p>	<p><u>Materials</u> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Working Scientifically spread across the lessons.</p>	<p><u>Plants and Animals</u> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe</p>

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			<p>their habitats, including micro-habitats. Perform simple tests.</p>			<p>how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Observe closely, using simple equipment. Perform simple tests. Basic needs of animals. Identify and classify.</p>
RE	<p><u>Christianity</u> What did Jesus teach?</p>	<p><u>Christianity</u> Christmas Jesus as a gift from God.</p>	<p><u>Judaism</u> Passover Tu B'Shevat</p>	<p><u>Christianity</u> Easter</p>	<p><u>Islam</u> Prayer at home /community and belonging</p>	<p><u>Judaism</u> Practices and ways of life.</p>
History	<p><u>Features of a castle</u> <u>Brunel</u> Learn about events beyond living memory that are significant nationally or globally. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Learn about significant historical events, people and places in their own locality (Mary Queen of Scots at Manor Castle).</p>	<p><u>Famous Artist</u> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>			<p><u>Famous Sea Explorers and Pirates</u> Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p>	
Geography	<p><u>Towers, Tunnels and Bridges.</u> <u>Maps</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and</p>		<p><u>Local Area: Our School</u> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p><u>Case Study: Brazil</u> <u>Maps</u> Understand geographical similarities and differences through studying the human and physical geography of a</p>	<p><u>Maps</u> Name and locate the world's seven continents and five oceans. Locational knowledge Name, locate and identify characteristics of the four</p>	<p><u>Features of Coastlines</u> Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,</p>

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	<p>oceans studied at this key stage. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>			<p>small area of the United Kingdom, and of a small area in a contrasting non-European country. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>countries and capital cities of the United Kingdom and its surrounding seas Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Geographical skills and fieldwork KS1 Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Geographical skills and fieldwork Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Geographical skills and fieldwork Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>vegetation, season and weather. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>
Art	<u>Building Towers</u>	<u>Painting, Artist Study and Collage</u>	<u>Art Sculptures and Sketching</u>	<u>Observational Drawing and Collages</u>	<u>Flag Making and Sketching</u>	<u>Sculptures and Printing</u>

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	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Use a range of materials creatively to design and make products. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Use a range of materials creatively to design and make products. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
DT	<p><u>Building Towers and Castles</u></p> <p>Design purposeful, functional, appealing products for themselves and others based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock</p>	<p><u>Food Tech and Design a Mud Kitchen</u></p> <p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p><u>Investigating Honey, Baking and Investigating Camouflage</u></p> <p>Understand where food comes from.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients</p>	<p><u>Design a Garden and Making Scented Playdough</u> (link to Chelsea Flower Show?)</p> <p>Design purposeful, functional, appealing products for themselves and others based on design criteria.</p>	<p><u>Making a boat with a mechanism/ Making a lighthouse/ Making a rescue raft</u></p> <p>Evaluate their ideas and products with design criteria.</p> <p>Select from and use a range of tools and equipment to perform practical tasks</p>	<p><u>Finger Puppets and Design a Sea Creature</u></p> <p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>

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	<p>ups and where appropriate information and communication technology. Explore and evaluate a range of existing products. Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing)</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics. Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. Explore and evaluate a range of existing products. Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing)</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.</p>	<p>according to their characteristics.</p>	<p>Evaluate their ideas and products with design criteria.</p> <p>Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing)</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.</p>	<p>(cutting, shaping, joining and finishing)</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms and their products. (levers, sliders, wheels and axels)</p>	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing)</p>
PSHE	<p><u>Celebrating difference</u></p> <p>Recognise what they like and dislike, what is fair and unfair, and what is right and wrong.</p>	<p><u>Celebrating difference</u></p> <p>Take part in discussions with one other person and the whole class.</p>	<p><u>Being me in my world</u></p> <p>Share their opinion on things and explain their views.</p>	<p><u>Celebrating difference</u></p> <p>Realise that people and other living things have needs, and that they have</p>	<p><u>Being me in my world</u></p> <p>Recognise what they like and dislike, what is fair and unfair, and what is right and wrong.</p>	<p><u>Being me in my world</u></p> <p>Realise that people and other living things have needs, and that they have</p>

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	<p>Share their opinion on things and explain their views.</p> <p>Know how to make simple choices that improve their health and wellbeing. (Healthy eating week).</p> <p>Develop relationships through work and play.</p> <p>Develop relationships through work and play.</p>	<p>Know how to make simple choices that improve their health and wellbeing.</p> <p>Know how to maintain personal hygiene.</p> <p>Know how some diseases can spread and be controlled.</p> <p>Know that all household products, including medicines if not used properly.</p> <p>Know rules for and ways of keeping safe including basic safety and about people who can stay safe.</p> <p>Listen to other people and play and work collaboratively.</p> <p>Take and share responsibility</p> <p>Meet and talk with people for example outside visitors.</p> <p>Develop relationships through work and play.</p>	<p>Think about themselves, learn from their experiences and recognise what they are good at.</p> <p>Take part in discussions with one other person and the whole class.</p> <p>Realise that people and other living things have needs, and that they have responsibilities to meet them.</p> <p>Know what improves and harms their local, natural and built environments and some of the ways that look after them.</p> <p>Contribute to their life of the class and school.</p> <p>Listen to other people and play and work collaboratively.</p> <p>Take and share responsibility</p> <p>Feel positive about themselves for example by having their achievements recognised and being given</p>	<p>responsibilities to meet them.</p> <p>Feel positive about themselves for example by having their achievements recognised and being given positive feedback about themselves.</p>	<p>Feel positive about themselves for example by having their achievements recognised and being given positive feedback about themselves.</p>	<p>responsibilities to meet them.</p> <p>Know what improves and harms their local, natural and built environments and some of the ways that look after them.</p> <p>Know rules for and ways of keeping safe including basic safety and about people who can stay safe.</p> <p>Meet and talk with people for example outside visitors.</p> <p>Consider social and moral dilemmas.</p>
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		Develop relationships through work and play.	positive feedback about themselves. Meet and talk with people for example outside visitors. Develop relationships through work and play.			
Modern Languages	N/A	N/A	N/A	N/A	N/A	N/A
Physical Education	<u>Team Building</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	<u>Multiskills</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	<u>Dance</u> Perform dances using simple movement patterns. Master basic movements including running, jumping, throwing and catching as well as developing balance and agility and coordination and begin to apply these in a range of activities.	<u>Ball Skills</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	<u>Athletics</u> Participate in team games, developing simple tactics for attacking and defending. Master basic movements including running, jumping, throwing and catching as well as developing balance and agility and coordination and begin to apply these in a range of activities.	<u>Athletics and Sports Day Prep</u> Participate in team games, developing simple tactics for attacking and defending. Master basic movements including running, jumping, throwing and catching as well as developing balance and agility and coordination and begin to apply these in a range of activities.
Music		Use their voices expressively and creatively by singing songs and speaking chants and rhymes. (Nativity) Listen with concentration and understanding to a range of high-quality live and recorded music.	<u>Play tuned and untuned instruments</u> Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<u>Action Rhymes</u> Listen with concentration and understanding to a range of high-quality live and recorded music.	<u>Sea Shanties</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music.	

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<p>Computing</p>	<p><u>Art Software (Create a castle picture with labels)</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully.</p>	<p><u>Digital Photography</u> Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully.</p>	<p><u>Animations for life cycles of Insects.</u> Create and debug simple programs. Understand what an algorithm is; how they are implanted as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully.</p>	<p><u>Presenting Information</u> Recognise common uses of information technology beyond school. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully.</p>	<p><u>Algorithms.</u> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple programs. Use technology safely and respectfully.</p>	<p><u>Using the Internet and Digital Presentations</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully.</p>
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