


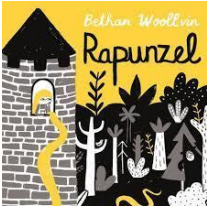
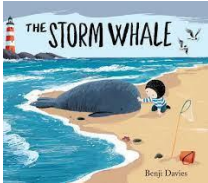



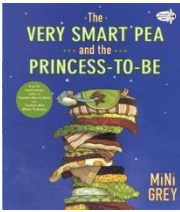
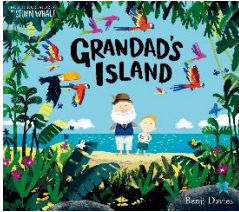

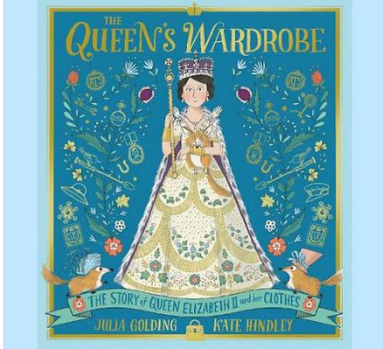
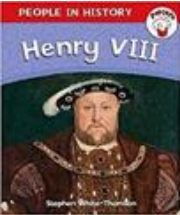

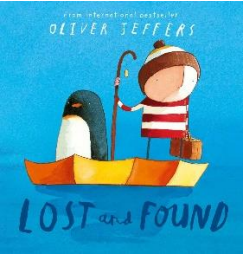
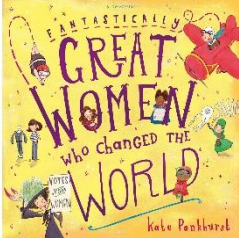
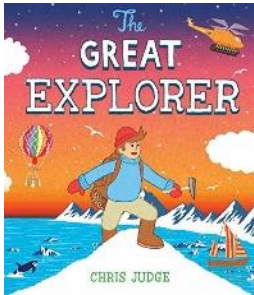
**YEAR 2 CURRICULUM OVERVIEW (LTP) (Class 5 and 6)**



	Term 1	Term 2	Term 3
<b>Topic title</b>	<p><b>Magnificent Monarchs</b></p>  <p>HISTORY</p>	<p><b>COASTLINE</b></p>  <p>GEOGRAPHY</p>	<p><b>Movers and Shakers</b></p>  <p>HISTORY</p>
<b>Memorable experience</b>	<p>English and British monarchy timeline. [Portraits and Poses] - Analysing paintings Making a 3D Castle.</p>	<p>[Beach Hut] - Investigating beach huts  Coastal Visit to Whitby</p>	<p>Studying a local historically significant person. [Mix It (Y2)] - Let's mix. [Still Life] - Gallery visit. [Remarkable Recipes] - Exploring where food comes from</p>
<b>Innovate challenge</b>	<p>Magnificent Monarchs board game.  [Portraits and Poses] - Royal portraits hut</p>	<p>My coastal town.  [Beach Hut] - Making a beach</p>	<p>Significant individual presentation. [Let's Explore the World] - Geographical enquiry. [Mix It (Y2)] - Colour challenge. [Still Life] - Still life artists. [Remarkable Recipes] - Making a new school meal</p>
<b>First Hand Experiences</b>	<p>Day trip to Manor Castle</p>	<p>2 Day Residential to Whitby</p>	
<b>English</b>	<p>F – Rapunzel (Archaic)</p> 	<p>F - Storm Whale</p> 	<p>F – Greta and the Giants</p> 

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	<p>F – The Very Smart Pea and the Princess to Be (Complexity of the Narrator).</p>  <p>Recount on trip to Manor castle Narrative Traditional Tale Character Description Letter Firework Poetry</p>	<p>F – Grandad’s Island (Complexity of Plot)</p>  <p>Recount on trip to Whitby Instructions Non – Chronological Report Adventure Narrative</p>	<p>NF – Rosa Parks (Little People, Big Dreams)</p>  <p>Persuasive Poster Newspaper Report Character Description Persuasive Letter</p>
<p><b>Daily Reads</b></p>	<p>F – The Queen’s Wardrobe</p>  <p>NF - Henry VIII people in history</p>  <p>F – Queen Victoria’s Bathing Machine</p>	<p>F – The Black Rock</p>  <p>F – Lost and Found (Resistant)</p>  <p>F – Captain Cat</p>	<p>NF – Great Women Who Changed the World.</p>  <p>F – The Great Explorer</p> 

**YEAR 2 CURRICULUM OVERVIEW (LTP) (Class 5 and 6)**








Charnock Hall Primary Academy  
A L.E.A.D. Academy

			<p>F- Man on the Moon (The day in the life of Bob)</p>
<p>Poetry Reads</p>			
<p>Reading</p>	<p>Fiction and Non Fiction Texts</p> <p>5 Content domains. Vocabulary,</p>	<p>Fiction and Non Fiction Texts</p> <p>5 Content domains. Vocabulary,</p>	<p>Fiction and Non Fiction Texts</p> <p>5 Content domains. Vocabulary,</p>




**YEAR 2 CURRICULUM OVERVIEW (LTP) (Class 5 and 6)**



	Retrieval, Sequencing, Inferencing, Predication.	Retrieval, Sequencing, Inferencing, Predication.	Retrieval, Sequencing, Inferencing, Predication.
<b>Maths</b>	<p><b>Unit 1:</b> Number – number and place value (10 lessons)</p> <p><b>Unit 2:</b> Number – Addition and subtraction 1 Addition methods, Subtraction methods, Problems (addition and subtraction); (12 lessons)</p> <p><b>Unit 3:</b> Number – Addition and subtraction 2; (9 lessons)</p> <p><b>Unit 4:</b> Measurement – Money; ; (9 lessons)</p> <p><b>Unit 5:</b> Number – Multiplication and division 1; (9 lessons)</p>	<p><b>Unit 6:</b> Number – Multiplication, Division, Times tables; (9 lessons)</p> <p><b>Unit 7:</b> Statistics – Construct, read and interpret, Problems (statistics); (7 lessons)</p> <p><b>Unit 8:</b> Measurement – Length and height, Problems (measurement); (5 lessons)</p> <p><b>Unit 9:</b> Geometry – Shape, Patterns and symmetry; (12 lessons)</p>	<p><b>Unit 10:</b> Number – Recognising, finding and making fractions, Equivalence, Counting and calculating fractions; (14 lessons)</p> <p><b>Unit 11:</b> Geometry – Position, direction and coordinates; (4 lessons)</p> <p><b>Unit 12:</b> Number – Addition and subtraction, Problem solving and efficient methods; (12 lessons)</p> <p><b>Unit 13:</b> Measurement – Time; (9 lessons)</p> <p><b>Unit 14:</b> Measurement – Problems (measurement), Weight and mass, Volume and capacity, Temperature; (10 lessons)</p>
<b>Science</b>	 <p>[Animals]</p> <p>This project teaches children about growth in animals by exploring life cycles of some familiar animals. They build on learning about the survival of humans, by identifying the basic needs of animals for survival, including food, water, air and shelter.</p>	 <p>[Uses of everyday materials]</p> <p>This project teaches children about how everyday materials are used and how a material's properties make them suitable or unsuitable for specific purposes. They begin to explore how materials, including foods, can be changed, and about creative uses for everyday materials.</p>  <p>[Plants]</p> <p>This project teaches children about the growth of plants from seeds and bulbs. They observe this first hand, recording the changes over time and identifying what plants need to grow and stay healthy.</p>	 <p>[Humans]</p> <p>This project teaches children about the basic needs of humans for survival, including the importance of exercise, nutrition and good hygiene. They learn how human offspring grow and change over time into adulthood.</p>  <p>[Living things and their habitats]</p> <p>This project teaches children about habitats and what a habitat needs to provide. They explore local habitats to identify and name living things and begin to understand how they depend on one another for food and shelter.</p>

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<p><b>Computing</b></p>	<p>Computer Skills - Keyboard skills. - Mouse control.</p> 	<p>Coding 2.1 Questioning 2.4 Effective Searching 2.5</p> 	<p>Creating Pictures 2.6 Making Music 2.7 Presenting 2.8</p> 
<p><b>Art and Design</b></p>	 <p>[Mix It (Y2)] - Primary and secondary colours; Colour wheel; Colour theory. This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.</p>  <p>[Portraits and Poses] - Portraiture; Royal portraits; Sketching; Digital artwork. This project teaches children about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today. They use photo editing software to create royal portraits</p>	 <p>[Flower Head] This project teaches children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.</p>	 <p>[Still Life] - Still life; Colour study; Compositions. This project teaches children about the work of significant still life artists and still life techniques. They explore a wide variety of still lifes and learn about the use of colour and composition. They create still life arrangements and artwork.</p>
<p><b>Design and Technology</b></p>	 <p>[Push and Pull] - This project teaches children about three types of mechanism: sliders, levers and linkages. They make models of each mechanism before designing and making a greetings card with a moving part.</p>	 <p>[Beach Hut] - Structures – strengthening and joining. This project teaches children about making and strengthening structures, including different ways of joining materials.</p>	 <p>Sources of Reading [Remarkable Recipes] - food; Kitchen tools; recipes; Hygiene rules; Making a school meal. This project teaches children about sources of food and tools used for food preparation. They also discover why some foods are cooked and learn to read a simple recipe. The children choose and make a new school meal that fulfils specific design criteria.</p>










**YEAR 2 CURRICULUM OVERVIEW (LTP) (Class 5 and 6)**



<p><b>Geography</b></p>	<p>Significant places – royal residences</p>	<div data-bbox="1133 229 1288 379" data-label="Image"> </div> <p>Maps, globes and atlases; World seas and oceans; Human and physical features; Locational language; Compass directions; Physical processes – erosion; Changes over time; Tourism. This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.</p>	<p>Historical landmarks; Significant places</p> <div data-bbox="1711 288 1877 456" data-label="Image"> </div> <p>[Let's Explore the World] - Using an atlas; Using a compass; Using map keys; Locating the equator, Northern and Southern Hemispheres and North and South Poles; Hot, temperate and cold places; Comparing England to Somalia; Fieldwork. This essential skills and knowledge project teaches children about atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Somalia. Children carry out fieldwork, collecting primary data in their locality to answer geographical questions.</p>
<p><b>History</b></p>	<div data-bbox="539 948 678 1086" data-label="Image"> </div> <p>Historical vocabulary; Historical periods; Timelines; Power and rule; Historical artefacts; Significant people - Alfred the Great, William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II; Bayeux tapestry; Feudal system; Actions and impact; Historical models. This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns.</p>		<div data-bbox="1673 948 1818 1094" data-label="Image"> </div> <p>Historical models; Exploring significance; Local historically significant person; Historical vocabulary; Chronology and timelines; Historically significant artists, activists, explorers, monarchs and scientists; Facts and opinions; Memorials; Significant people – Emmeline Pankhurst, Christopher Columbus, Neil Armstrong, Rosa Parks, Vincent van Gogh. This project teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people</p>

**YEAR 2 CURRICULUM OVERVIEW (LTP) (Class 5 and 6)**



			featured and use historical models to explore their significance.
<b>Music</b>	 <p>[Hands, Feet, Heart] This is a six-week Unit of Work. All the learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.</p>  <p>[Ho, Ho, Ho] This is a six-week Unit of Work that builds on previous learning. All the learning is focused around one song: Ho Ho Ho - a Christmas song. You will Listen &amp; Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.</p>	 <p>[I Wanna Play In a Band] They will learn to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.</p>  <p>[Zootime] This is a six-week Unit of Work. All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked</p>	 <p>[Friendship Song] They will learn that music has a steady pulse. We will learn that rhythms are different to pulses. We will learn that we add high and low sounds, pitch, when we sing and play instruments</p>  <p>[Reflect, Rewind and Replay] This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<b>PSHE</b>	<p>What makes a good friend?</p> <p>What is bullying?</p>	<p>What jobs do people do?</p> <p>What helps us to stay safe?</p>	<p>What helps us grow and stay healthy?</p> <p>How do we recognise our feelings?</p>
<b>Physical Education</b>	 <p>Personal – Coordination (Autumn 1)</p> <p>Personal – Static Balance (Autumn 1)</p> <p>Social – Dynamic Balance to Agility (Autumn 2)</p> <p>Social – Static Balance (Autumn 2)</p> <p>Coordination</p> <p>Footwork</p> <p>Static Balance</p>	 <p>Cognitive – Dynamic Balance (Spring 1)</p> <p>Cognitive – Static Balance (Spring 1)</p> <p>Creative – Coordination (Ball Skills) (Spring 2)</p> <p>Creative – Counter Balance (Spring 2)</p> <p>Coordination</p> <p>Footwork</p> <p>Static Balance</p>	 <p>Physical – Coordination (Sending and Receiving) (Summer 1)</p> <p>Physical – Agility (Reaction and Response_) (Summer 1)</p> <p>Health and Fitness – Agility (Ball Chasing) (Summer 2)</p> <p>Health and Fitness – Static Balance (Floor Work) (Summer 2)</p>

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	<p>One Leg Dynamic Balance to Agility Jumping and Landing Static Balance Seated</p> <p>Real PE Real Gym Badminton</p>	<p>One Leg Dynamic Balance to Agility Jumping and Landing Static Balance Seated</p> <p>Real PE Real Gym Real Dance</p>	<p>Coordination Footwork Static Balance One Leg Dynamic Balance to Agility Jumping and Landing Static Balance Seated</p> <p>Real PE Games Athletics</p>
<b>RE</b>	<p>Symbols: In what ways are churches, synagogues important to believers? How and why do Jews celebrate Hannukah?</p>	<p>Leaders: What makes some people inspiring to others? Why is the Passover festival important to Jews?</p>	<p>What does it mean to belong? Beginning to learn about Judaism: What is it like to be a Jew in Sheffield today? Believing: How and why do people pray? (Christians and Jewish people)</p>