








Cyril Jackson Primary School Curriculum Overview 2016-2017: Year Two

|  | Autumn Term Time Detectives-Victorians (History Focus) | | Spring Term We are Zoologists (Science Focus) | | Summer Term We are Explorers: Contrasting Localities – Alaska (Geography Focus) | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| English | PRECURSOR FOR YR3 FLOWCHARTS IN SCIENCE/DT TO EXPLAIN PROCESSES AND HOW SOMETHING WORKS | | | | | |
| | FAIRY TALES | CHRISTMAS | MONSTERS, WILD THINGS & ANIMALS | | PIRATES | |
| Narrative | Narrative Stories with Familiar Settings (4 Weeks) | Narrative Traditional stories with a twist *(incidental writing Recounts:- Letters) (4 Weeks) | Narrative Animal Stories & Fables (4 weeks) | | Narrative Fantasy Worlds Stories with a theme (6 Weeks) Captain Flinn & Mungo | |
| Non-Fiction | Writing about real events Cross Curricular Writing opportunities linked to religious festivals | Non-Fiction Instructions * (2 weeks + across the curriculum) | Non-Fiction Non-chronological reports * (3 weeks) | | Non-Fiction Non-chronological reports * (2 weeks) | Non-Fiction Recounts: Letters (3 weeks) Non-Fiction Persuasive writing Advert or Poster (2 Weeks) |
| Poetry | Poetry Poems Perform – CLPE poetryline unit part 1 (Michael Rosen, Tony Mitton and Roger McGough – can leave out Tony Mitton poem if needed) (3 Weeks) | | Poetry Classic poetry e.g. The Owl and the Pussy Cat (Narrative outcome based on The Further Adventures of Owl and Pussy Cat) Performance (4 Weeks) | | Poetry Poems with a structure e.g. riddles (pirate poetry) (2 Weeks) Outcome: linked to pirates | |
| Suggested Text | Beequ by Alexis Deacon  | Goldilocks and the Three Dinosaurs  | Where the wild things are by Maurice Sendak The Lonely Beast  | Aesop's Fables by Michael Rosen  | Mungo and the picture book pirates by Timothy Knapman  | Captain Flinn and the Pirate Dinosaurs  |
| Maths | Number and Place value Number and Place value Length and Mass/weight Addition and subtraction Addition and subtraction Relationship between addition & subtraction / problem solving 2-D and 3-D shape | Counting, multiplication and sorting Fractions Fractions Capacity and volume Money Time Statistics | Number and Place value Mass/weight 2-D and 3-D Shape Counting and money Multiplication Division | Length and Mass/weight Addition and subtraction Fractions Position and direction Time | Number and Place value and statistics Addition and subtraction Capacity and volume and temperature Fractions Position and direction Time 2-D and 3-D shape | Time Multiplication and division Statistics including finding the difference Measurement Sorting |
| Science | <p align="center"><u>WORKING SCIENTIFICALLY</u></p> <p>During year 2, children will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions | | | | | |
| | <u>Seasonal Change</u> | | | | | |
| | Plants | Use of everyday materials | Animals including Humans | | Living things and their habitats | |
| Visits/Visitors Themed Weeks | Black History Month: Mary Seacole Freshwater Theatre Ragged School Museum Museum of London Local Environment Walk - Autumn | Remembrance Day Winters Art Day Electrical Safety Talk Local Environment Walk - Autumn | Science Week Mudchute Farm Local Environment Walk - Winter | Book Week London Zoo Local Environment Walk - Spring | Maths Week Soanes Centre at Mile End Congregation of Jacob Synagogue / Bayswater Synagogue (link to RE) Local Environment Walk - Spring | Computing Week Sports Day Healthy Schools Week Cutly Sark Local Environment Walk - Summer |

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| History | Victorians: What was daily life like during Victorian times? | Famous Victorians: Queen Victoria, Farringdon, Mary Seacole & Florence Nightingale | | | | |
| Geography | | | | | A contrasting study of Coastal Alaska and our local environment. | |
| Art | Drawing QCA 3A: Portraying Relations Link to history & Victorians | | Print QCA 2C: Can Buildings Speak? | | Textiles QCA 3B: Investigating Pattern | |
| DT | | Computing We are photographers | | Mechanism Vehicles (make a moon buggy) | | Construction QCA 1B: Playgrounds |
| Computing | 2.1 We are discoverers | 2.2 We are detectives | 2.3 We are zoologists | | 2.4 We are robots | |
| SEAL/PHSE Sex Ed /Drugs Ed Citizenship Real Health for Life Weekly Circle Time | COMMUNITY & SAFETY | | RELATIONSHIPS, FRIENDSHIPS AND CONFLICT RESOLUTION | | HEALTHY LIVING & SRE | |
| | <u>Theme 1</u> New Beginnings | <u>Theme 4</u> Going for Goals! | <u>Theme 6</u> Relationships | <u>Theme 2</u> Getting on and Falling Out <u>Theme 3</u> Say No to Bullying | <u>Theme 5</u> Good to be Me | <u>Theme 7</u> Changes |
| | HL 2 Me, my community and environment (units 19-21) | SI 1 Growing up in a drug-using world (unit 23-24) SI2 Keeping myself safe (unit 26-27) | HI 2 Me, My Family And Friends (Units 13-16) | SI 3 Me and my relationships (unit 29) | HL 1 Me and looking after myself (units 5-8) | Sex Ed Unit Christopher Winter Project Differences |
| R.E | BELIEVING AND EXPRESSING | | | | | |
| | SACRE- what do we celebrate and why? | Hannukah Story | SACRE- What can we learn from sacred places? Mosques churches and synagogues | Bible Stories | SACRE- Symbols of faith- why are they important? | Sacred Places Story |
| PE | Gymnastics - Hall (Floor/Apparatus) Parts high and low and pathways (VS unit) (QCA unit 6) | Ball skills throwing and catching: improving basic skills (unit 4 QCA) | Multi-skill games | Gymnastics - Floor or apparatus / Turning, spinning twisting and linking movements together (VS unit) | Athletics -through sports day events <ul style="list-style-type: none"> • throwing • running • jumping | Dance –Traditional Fairytales SOW |
| Music | Drumming | | | | | |