
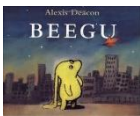
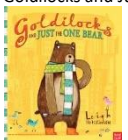

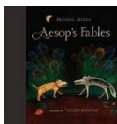




Cyril Jackson Primary School Curriculum Overview: Year Two

|  | Autumn Term Time Detectives-Victorians (History Focus) | | Spring Term We are Zoologists (Science Focus) | | Summer Term We are Explorers: Contrasting Localities – Alaska (Geography Focus) | | |
|---|---|---|--|--|---|--|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
| English | <small>PRECURSOR FOR YR3 FLOWCHARTS IN SCIENCE/DT TO EXPLAIN PROCESSES AND HOW SOMETHING WORKS</small> | | | | | | |
| | 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 (4 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 | Beegu by Alexis Deacon  | Goldilocks and Just One Bear  | 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 x 2 weeks Number: Addition & Subtraction x 4 weeks Gaps x 1 week | Measurement – length and mass x 2 weeks Statistics Number: Multiplication & Division x 3 weeks Gaps x 1 week | Measurement: Money x 3 weeks Geometry: properties of shape x 2 weeks | Fractions x 4 weeks Gaps & investigations x 2 weeks | Assess & Review x 3 weeks Measurement: Time x 2 weeks | Number: Addition & Subtraction x 3 weeks Number: Multiplication & Division x 2 weeks Measurement: Capacity, Volume & Temperature x 2 weeks | |
| Science | WORKING SCIENTIFICALLY 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: <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 | | | | | | |
| | Seasonal Change | | | | | | |
| | Plants | Use of everyday materials | Animals including Humans | Plants: Growing plants | 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 Art day | Remembrance Day Winters Art Day Local Environment Walk - Autumn DT day | Science Week Mudchute Farm Local Environment Walk - Winter Art day | 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 | Sports Day Healthy Schools Week Cuttly 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 - fonts affirmations | | Textiles Puppet making | | | |
| DT | | structures Design and create a new, stronger chair for baby bear | | Materials Textile trees | | Food technology Design and create frozen snack treats |
| 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 | |
| | Theme 1 New Beginnings | Theme 4 Going for Goals! | Theme 6 Relationships | Theme 2 Getting on and Falling Out Theme 3 Say No to Bullying | Theme 5 Good to be Me | Theme 7 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 | | | | | |
| | KQ1.5 What makes some places sacred? | What can we learn about from Sacred Books? Read stories with morals from religious texts. | KQ1.7 What does it mean to belong to a faith community? | What can we learn about from Sacred Books? Read stories with morals from religious texts. | KQ1.8 How should we care for others and the world, and why does it matter? | Celebration stories- Ramadan |
| 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 | | | | | |