

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENGLISH UNITS	<p>Beegu Narrative: Stories with familiar settings. Invention of alien story.</p> <p>Mary Seacole Non-fiction: Recount Diary entry from Mary Seacole's perspective.</p>	<p>Goldilocks and Just the One Bear Narrative: Traditional Tale with a twist. Retell of story from character's perspective.</p> <p>A Beginner's Guide to Bear Spotting Non-fiction: Explanation guide.</p>	<p>Aesop's Fables Narrative: Fable</p> <p>Funky Party food Non-fiction: Instructions</p>	<p>The Lonely Beast by Chris Judge Non-fiction: Non-chronological report on beast.</p> <p>Billy and the Beast Innovated version of the story.</p>	<p>Mungo and the Picture Book Pirates Narrative: new adventure for Captain Horatio Fleet</p>	<p>Recount of Pirate Trip Non Fiction: Recount of trip</p> <p>Jelly Boots, Smelly Boots Poetry</p>
SUGGESTED TEXTS	 <p>Beegu by Alexis Deacon</p>  <p>The Extraordinary Life of Mary Seacole By Michelle Robinson</p>	 <p>Goldilocks and Just the one Bear by Leigh Hodgkinson</p>  <p>A Beginner's Guide to Bear Spotting by Michelle Robinson</p>	 <p>Aesop's Fables by Michael Rosen</p>  <p>Funky Party Food by Mark Northeast</p>	 <p>The Lonely Beast by Chris Judge</p>  <p>Billy and the Beast By Nadia Shireen</p>	 <p>Mungo and the Picture Book Pirates by Timothy Knapman</p>	 <p>Jelly Boots, Smelly Boots by Michael Rosen</p>

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	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	(Extraordinary Lives) Naida Redgrave					
MATHS	<ul style="list-style-type: none"> Number and place value Number: Addition & Subtraction 	<ul style="list-style-type: none"> Measurement: Money Geometry: Properties of Shape Number: Statistics 	<ul style="list-style-type: none"> Number: Multiplication & Division Measurement: time 	<ul style="list-style-type: none"> Fractions Measurement: Length & Height Consolidation 	<ul style="list-style-type: none"> Consolidation Position and Direction Number: Statistics 	<ul style="list-style-type: none"> Number: Addition & Subtraction Number: Multiplication & Division Measurement: Mass, Capacity & Temperature
	Seasonal Changes Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.					
SCIENCE	<p>Animals including Humans</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Everyday Materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Plants</p>		<p>Living Things and their Habitats</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p>	



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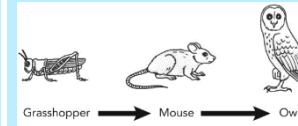
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Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.





Year 2 Curriculum Overview

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Observe and describe how seeds and bulbs grow into mature plants.			

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Find out and describe how plants need water, light and a

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			suitable temperature to grow and stay healthy.			
VISITS/VISITORS THEMED WEEKS	<ul style="list-style-type: none"> Black History Month Local Environment Walk Freshwater Theatre visit - Mary Seacole Seasonal diary walk – nature hunt 	<ul style="list-style-type: none"> Remembrance Day Winters Art Day Local Environment Walk Church trip 	<ul style="list-style-type: none"> Science Week Local Environment Walk Mosque trip/ Muslim visitor Seasonal diary walk nature hunt 	<ul style="list-style-type: none"> Book Week Local Environment Walk 	<ul style="list-style-type: none"> Local Environment Walk Seasonal diary walk – nature hunt 	<ul style="list-style-type: none"> Sports Day Healthy Schools Week Local Environment Walk Local area walk
HISTORY	<p>Victorians What was life like for poor children in Victorian times?</p> <p>Pupils should know where the people and events studied fit within a chronological framework.</p> <p>Pupils should ask and answer questions about the past.</p> <p>Pupils understand historical concepts of</p>	<p>Victorians Which Victorians should we remember?</p> <p>Pupils should study the lives of significant individuals in the past who have contributed to national achievements.</p> <p>Pupils should use parts of stories to show that they know and understand key features of events.</p> <p>Pupils compare aspects of life in different periods e.g.</p>			<p>Significant explorers Are explorations always a good thing?</p> <p>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Pupils should</p>	

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	<p>similarity and difference</p>	<p>Florence Nightingale and Mary Seacole.</p>			<p>understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	
GEOGRAPHY			<p>Alaska How does the Geographical location of Alaska influence life there?</p> <p>Pupils should identify the location of hot and cold areas of the world in relation to the equator, North and South Poles.</p> <p>Pupils should be able to identify seasonal weather patterns.</p> <p>Pupils understand geographical similarities and differences through studying the human and physical</p>	<p>Alaska How does climate change affect Alaska?</p> <p>Pupils can name and locate the five oceans.</p> <p>Pupils use simple compass directions.</p> <p>Pupils can use atlases.</p> <p>Pupils understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.</p>		<p>Local Area study How do trees help us and how do we help trees?</p> <p>Pupils should be able to identify characteristics of the four countries of the United Kingdom.</p> <p>Pupils should know the capital cities of the United Kingdom.</p> <p>Pupils should be able to locate and name the surrounding seas of the UK.</p>


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			<p>geography of a small area of the UK and of a small area in a contrasting non-European country.</p> <p>Pupils can use basic geographical vocabulary to refer to key physical features and key human features.</p> 			
ART	<p>Black History Month Drawing, Painting and Print Responding to artist Enfant Precoce Passport link: Create a piece of art for an exhibition</p> <p>Drawing, Painting and Print Wallpaper designs Flora and fauna</p>					<p>Drawing, Painting and Sculpture Responding to artist Friedrich Hundertwasser</p> <p>DT link: Architecture</p>

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	William Morris designs History Link: William Morris (Victorians) Passport link: Visit a local gallery Maths: repeated pattern and shape					
DT	In Science this year group study healthy eating and nutrition.	Structures Book link: the adventures of egg box dragon Build a prototype Goldilocks and the three bears		Mechanisms Moving pictures based on Lonely Beast using tabs, sliders, levers and pivots	In Art, this year group are doing textiles through weaving with natural materials.	
COMPUTING 		Cross-Curricular Pictograms (Whole Class Maths) Data and Information, Effective use of Tools	E-Safety x1 Programming quizzes Programming, Designing and Development		E-Safety x1 Creating media: Digital photography Creating Media, Effective use of Tools	
PSHE Article 12: You have the right to give your opinion and for it to be listened to and taken seriously.	What makes good communication? Related Concepts: listening; speaking; sharing with adults. Books: The Colour Monster Not Now, Bernard	What makes my body healthy? Related Concepts: medicine; illness; mental health. History link: Victorian Nurses	What makes a community? Related Concepts: belonging; all taking part; support & challenge one another; generosity.	What makes a good citizen? Related Concepts: financial well-being	What makes a good relationship? Related Concepts: families/ respect for differences; marriage. Books: The Family Book	HRE Unit My Special People Everybody's Body Being Safe Prevention Permission seeking & giving Books: Grandfather and I
RE Article 14: You have right to choose your own religion and	KQ1.5 What makes some places sacred? Trip: Church		KQ1.6 How and why do we celebrate special and sacred times? Religious Texts: The Easter Story		KQ1.7 What does it mean to belong to a faith community? Books: Hats of Faith	

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beliefs. Article 30: You have the right to practice your own culture, language and religion.					Religious Texts: The Lost Coin The Boy who threw Stones at Trees	
PE	Invasion games	Net and wall	Gymnastics	Striking & Fielding	Dance	Athletics
MUSIC	Pulse Rhythm and Pitch	Playing in an orchestra	Inventing a Musical Story	Recognising Different Sounds	Exploring Improvisation	Our Big Concert
ENRICHMENT	Passport activities have been mapped into the curriculum throughout every term.					

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