

Year 2: Yearly Curriculum Overview 2016/17

Subject / Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Non-Fiction Instructions Children will learn to: Create and shape instructions utilising 2016 SAT's Spelling, Punctuation and Grammar, criteria	Fiction - Narrative Children will learn to: Create and shape Narratives utilising 2016 SAT's Spelling, Punctuation and Grammar, criteria	Non-fiction Children will learn to: Create and shape utilising 2016 SAT's Spelling, Punctuation and Grammar, criteria	Fiction Children will learn to: Create and shape utilising 2016 SAT's Spelling, Punctuation and Grammar, criteria	Non-Fiction Children will learn to: Create and shape utilising 2016 SAT's Spelling, Punctuation and Grammar, criteria	Fiction Children will learn to: Create and shape utilising 2016 SAT's Spelling, Punctuation and Grammar, criteria
Phonics	We follow the LCP Letters and Sounds Phonics Scheme.					
Reading	Our reading scheme is based on the Oxford Reading Tree scheme. It is also supported by appropriate books from Abacus, Lighthouse, Collins Big Cats and Rigby. We also have a selection of pleasure books available to ensure reading remains interesting and fun.					
Maths	Maths No Problem Children will learn to: Use Concrete and pictorial representations to support their understanding of mathematical concepts. The scheme covers reasoning which encompasses vocabulary acquisition and application in reasoning of mathematical concepts.	Maths No Problem Children will learn to: Use Concrete and pictorial representations to support their understanding of mathematical concepts. The scheme covers reasoning which encompasses vocabulary acquisition and application in reasoning of mathematical concepts.	Maths No Problem Children will learn to: Use Concrete and pictorial representations to support their understanding of mathematical concepts. The scheme covers reasoning which encompasses vocabulary acquisition and application in reasoning of mathematical concepts.	Maths No Problem Children will learn to: Use Concrete and pictorial representations to support their understanding of mathematical concepts. The scheme covers reasoning which encompasses vocabulary acquisition and application in reasoning of mathematical concepts.	Maths No Problem Children will learn to: Use Concrete and pictorial representations to support their understanding of mathematical concepts. The scheme covers reasoning which encompasses vocabulary acquisition and application in reasoning of mathematical concepts.	Maths No Problem Children will learn to: Use Concrete and pictorial representations to support their understanding of mathematical concepts. The scheme covers reasoning which encompasses vocabulary acquisition and application in reasoning of mathematical concepts.
Science	Healthy Me Children will learn to: Review aspects that make themselves healthy physically and emotionally. They will look at AT1 investigation skills and collecting evidence.	Materials Monster Children will learn to: use AT1 to reason and investigate properties of materials around us.	Mini worlds Children will learn to: Investigate items such as mini beasts and their environment. They will also investigate why they are important.	Move it Children will learn to: Investigate how and why forces impact in our world.	Young Gardeners Children will learn to: Investigating growth of plants in a real world context of gardens Whether it be food or impact of plants and related animals/insects.	Little Masterchefs Children will learn to: investigate science directly linked with food. Using AT1 investigation skills to look at reversible and irreversible changes centred around food. This links back to Healthy me and young gardeners.
Cross Curricular Links	PE	English	English and Maths /ICT tally	English/Maths	English/Maths	PE/English and Maths
Topic; History/Geography	The Great Fire of London Children will learn to: Realise significant changes in National life (Living/Non-living Memory. Generate questions and know of the importance of primary and secondary sources of evidence. They will also learn about impacts of these events not just direct but indirect. (Change of landscape and introduction of the fire service and their significance today)		Leaders and influential people Children will learn to: Explore figures in history such as Queen Elizabeth 1 st , Christopher Columbus (links to the next topic Northern/Sothern Hemispheres. Looking at international figures led by the children. Could be key figures from other countries and compare them to UK examples.		Northern Hemisphere vs Southern Hemisphere in Metrological terms Children will learn to: Look at Human geographic skills looking at Cities relating/comparing to the UK. Physical Geographic skills of Metrological comparisons, Physical and climatic features.	
Cross Curricular Links	Links with Art/DT to recreate the fire o London theme. Science links with properties of materials and British Values via creation of Fire Brigade.		International aspects compared to British examples (British values) Geographic links, RE links.		ICT links ART and DT.	

British Values/SMSC links						
Art/DT	3D manipulation of Materials such as card and paper. Children will learn to: create 3D houses linked to our History topic celebrating 350 Years of the Fire of London.	ICT Children will be taught: to use ICT art applications to create and edit work digitally and correspond artistic vocabulary to digital and non-digital media types. (Line, tone, colour, texture, shape, depth)	Painting Children will learn to: Mix primary colours to make secondary colours. Create shades and apply it to their pictures.	I Drawing (observational/creative) Children will learn to: use a variety of colours sometimes blended to create effects, textures, cross shading, depth, patterns. Children will learn to:	Collage Children will learn to: Create collages from a range of materials to create effects, shapes,	Textiles Children will learn to: Use a variety of materials to create dioramas using skills from 3D to assist. Children will learn to:
Computing	Coding Children will learn to: Use algorithms to create basic coding steps.	Digital Paint Children will learn to: Children will be taught: to use ICT art applications to create and edit work digitally and correspond artistic vocabulary to digital and non-digital media types. (Line, tone, colour, texture, shape, depth)	Word Processing part 1 Children will learn to: Use word processing applications such as Microsoft word. Keyboard skills and familiarisation will be an initial focus.	Word processing part 2 Children will learn to: consolidate the keyboard skills an use of applications such as Microsoft word and look at similarities of Text related programmes. A range of editing and texts will be created and shaped.	Use of Excel for cross curricular Maths and data collection which could be associated to Geography. Children will learn to: Use a basic version of Excel creating tables and charts for analysis.	Assessment block Children will learn to: Review prior learning and recreate items from earlier in the year.
Music	Pitch and rhythm Children will learn to: Listen to the ever changing elements within a selection of music.	Vocal accompaniment Children will learn to: Sing a selection of seasonal songs for a special production.	Melodies Children will learn to: Appreciate different melodies.	Tempo and crescendo Children will learn to: Understand, respond and mimic these patterns in music.	Compositions Children will learn to: Create a basic composition.	Compositions. Children will learn to: Continue to develop the notion of compositions and how they can be layered.
PE	Personal skills Children will learn to: Co-ordination floor movement patterns/FUNS10 weeks 1-3 Static balance Funs weeks 4-6	Social Skills Children will learn to: Dynamic balance to agility FUNS6 wks 7-9 Static balance seated FUNS 2 wks 10-12	Cognitive Skills Children will learn to: Dynamic Balance FUNS5 wks 13-15 Static Balance small base Funs 4 wks 16-19	Creative Skills Children will learn to: Co-ordination ball skills FUNS9 wks 9-21. Counterbalance in pairs Funs 7 wks 22-24	Applying Physical Skills Children will learn to: Co-ordination with equipment FUNS 8 Wks 25-27 Agility-Reaction and response FUNS 12 wks 28-30	Health and Fitness Children will learn to: Agility Ball Chasing FUNS 11 wks 31-33 Static Balance floor work FUNS 3 Wks 34-36
PHSE	New beginnings Children will learn to: Recognise fair and unfair. Contribute to the class and the school. Identify and respect families, important people and friends Follow rules.	Getting on and falling out. Children will learn to: Positively handle situations that arise. Look at similarities and differences between people. Understand how behaviour effects different people. Anti-bullying week activities.	Choices Children will learn to: Similar to Getting on and falling out. However, it looks more to consequences and rewards and looks at personal choices too.	Good to be me Children will learn to: Recognition of emotional states. Positive and negative outcomes. Social and moral dilemmas.	Rights and responsibilities Children will learn to: Understand how our actions and consequences have a ripple effect within class and in wider circles.	Changes Children will learn to: Deal emotionally and physically with changes that surround them. This is usually linked to transition.

RE	Inspiring People – Should we follow religious leaders and teachings? Children will learn to: Develop question based thinking to rationalise and support their conclusions.	Symbols – Is it important to wear religious symbols. Children will learn to: Develop question based thinking to rationalise and support their conclusions.	Celebrations – Does everyone celebrate New Year? Children will learn to: Develop question based thinking to rationalise and support their conclusions.	Introduction to the Church – Is it important to celebrate Easter in the Church? Children will learn to: Develop question based thinking to rationalise and support their conclusions.	Moral Stories Children will learn to: Develop question based thinking to rationalise and support their conclusions.	Sacred Texts. Children will learn to: Develop question based thinking to rationalise and support their conclusions.
Cross Curricular Links	English, Maths and Science	English, Maths and Science	English, Maths and Science	English, Maths and Science	English, Maths and Science	English, Maths and Science
British Values/SMSC links						
Special Visitors & Trips		Panto British Values and RE Federation opportunity				Australian Workshop
Useful Websites	http://www.bbc.co.uk/bitesize/ks1/ http://www.phonicsplay.co.uk/ https://www.stpauls.co.uk/ https://www.youtube.com/watch?v=fu5fzbxOG4U http://www.educationcity.com/ http://www.metoffice.gov.uk/learning/weather-for-kids https://teamtreehouse.com/join/start-trial?utm_source=google&campaign=311384406&utm_term=&cid=1352&gclid=CJ72udjpu88CFYUV0wodK1cFcw https://itunes.apple.com/us/app/hopscotch-learn-to-code-creatively/id617098629?mt=8 http://www.mistemaker.com/ http://www.sciencemuseum.org.uk/ http://www.ictgames.com/resources.html http://www.ictgames.com/literacy.html http://www.ictgames.com/topic/index.html https://www.ordnancesurvey.co.uk/resources/maps-and-geographic-resources/index.html http://www.mathsnoproblem.co.uk/ https://global.oup.com/education/children/more/parents/?region=uk					
Useful Books & Films	CGP new curriculum revise guides for Reading, Maths and SPAG.					
Our British Authors	Beatrix Potter The Tale of Peter Rabbit The Tale of Jemima Puddle-Duck The Tale of Mr. Jeremy Fisher	Janet and Alan Ahlberg Burglar Bill Happy Families Funny Bones	Raymond Briggs The Snowman Fungus the Bogeyman Jim and Beanstalk	Colin McNaughton Boo! Suddenly! Preston Pig		
Suitable Authors & Books	Roald Dahl "Charlie and the chocolate Factory et al) , Francesca Simon "Horrid Henry series", Frank Lampard (Football series for boys) Enid Blyton (Adventures of Noddy) Beast Quest series					