Year 2 Curriculum Overview

	Aut 1	Aut 2	Spr1	Spr2	Sum1	Sum2
Trips/Visitors	Leeds Bradford airport + Otley Chevin Skelton Grange	Meanwood Valley Local Nature Reserve Circular	Florence Nightingale workshop in school (Thackray Medical Museum outreach) Eureka (linked to science)	Local walk Fulneck walk	Trip to Cartwright Hall Museum in Bradford Abbey House	Trip to St John's Church Saltburn Otley walk
Focus days/weeks:	Arts Week Black history Anti-Bullying Week		Equality Week National Online Safety Day International Women's Day World Book Day		Health Week Spanish Day	
Outdoor Learning	Science - Animals, including humans Forest school activities		Forest school activities	Science - Plants	Science - Habitats	Forest school activities
English - Reading	*RWI* *Phonics and storybooks* ***Badger Group:*** Hansel and Gretel Cool as a cucumber	*RWI* *Phonics and storybooks* ***Badger Group:*** *Diary of a killer cat* *Nobody owns the sky*	*RWI* *Phonics and storybooks* ***Badger Group:*** Florence Nightingale (nonfiction) Mary Seacole (nonfiction) Sona Sharma	*RWI* *Phonics and storybooks* ***Badger Group:*** Sona Sharma China (nonfiction text) The Magic Paintbrush	*RWI* *Phonics and storybooks* ***Badger Group:*** Bad Panda *Voices in the Park*	*RWI* *Phonics and storybooks* ***Badger Group:*** Ghost Train UK (nonfiction text)
English – writing	***Writing to entertain*** **Year 1 objectives & sentence level work** based on 'Don't look in this book' and 'Knock, Knock' ***Writing to entertain & Inform*** **Diary writing** based on 'Violet the Pilot' ***Writing to entertain***	***Writing to inform*** **Non-Chronological report** about Emperor penguins **Writing to explain Instructions** – how to make biscuits	***Writing to entertain*** **Setting description** – The magic sky garden ***Writing to entertain*** **Narrative** Twisted Traditional Tales ***Writing to inform***	***Writing to entertain*** **Narrative** Fantasy stories based on 'The Magic Paintbrush' ***Writing to entertain*** **Poetry** – Acrostic poems	***Writing to entertain*** **Description/ Story re-tell** *Based on animation 'Something Fishy'* ***Writing to inform*** **Non-chronological report** Plastic pollution	***Writing to inform*** **Recount** *Trip to Cartwright Hall gallery* ***Writing to entertain*** **Narrative writing** based on 'Flotsam' ***Writing to inform***

	Poetry based on 'If I Could Fly'		**Letter writing** – in role as Florence Nightingale or Mary Seacole			**Letter writing** – seaside postcards based on wordless picture books
Class Novel	Wigglesbottom Primary School	Flat Stanley – Jeff Brown Night owl	Marv and the Mega Robot – Alex Falase-Koya Georges marvellous medicine	Dave the Pigeon – Swapna Haddow	Toto the ninja cat – Dermot O'Leary	Piggy Hero – Pip Jones
Maths	Place Value Addition & subtraction	Addition & Subtraction Geometry: Shape	Money Multiplication and Division	Multiplication and Division Length and height Mass, capacity and temperature	Fractions Time	Statistics Position and Direction
Science	Working Scientifically runs through all science topics					
	Animals, including humans *What do animals need to survive and thrive?*		**Everyday Materials** *Which material is best?*	**Plants** *How does a seed or a bulb become a plant?*	**Living things and their habitats** *How do living things choose where to live?*	*Science through outdoor learning*
History	**What are the significant events in the story of flight?** *-Cause and consequence.* *-Chronology.* *-Significant events in living memory.* *-Local history.* *The history of flight. The Wright Brothers and Amy Johnson.*		**Who had the greatest impact: Nightingale, Seacole or Spindler?** *-Significant figures.* *-Local history.* *-Changes within living memory.* *Compare and contrast the lives of Florence Nightingale, Mary Seacole and Nellie Spindler.*			**How have seaside holidays changed overtime?** *-Local history* *How the concept of holidays has changed over time.*
Geography	**What are the significant events in the story of flight?** (history and geography split unit) *Geographical skills and fieldwork – studying aerial photos, devise a simple map,*			**How would life be different if you lived in China?** *World Locational Knowledge - name the seven continents and five oceans using globes, maps and atlases.* *Place knowledge -– compare life in Beijing to life in Farsley.*		**How have seaside holidays changed overtime?** (history and geography split unit) *UK locational knowledge – name, locate and identify characteristics of the four countries of the UK,*

	use simple compass directions (NESW) and use locational and directional language.			*Human and physical geography Geographical skills and fieldwork –Local walk in Farsley to identify human and physical features.*		*surrounding seas, British seasides and islands. Human and physical geography - use basic geographical vocabulary to refer to key physical and human features of coastal regions of the UK.*
Computing	**Online Safety**	**Computing systems and networks – IT around us**	**Creating media – Digital photography**		**Data and information – Pictograms (linked to year 2 statistics)**	**Programming B - Programming quizzes (based around Florence Nightingale)**
PSHE The red flag demarcates lessons which link directly to safeguarding	**Mental Health and Emotional Wellbeing** Friendship	**Identity, Society and Equality** Similarities and Differences **Relationship and Sex Education** Boys and girls, families	**Keeping Safe and Managing Risk** Indoors and Outdoors	**Drugs, Alcohol and Tobacco Education** Medicines and Me	**Careers, Financial and Economic Wellbeing** The value of money	**Physical Health and Wellbeing** What keeps me healthy
Mindmate	Celebrating strength	Impact of behaviour on others	Loss; losing loved object/pet/person	Comfortable and uncomfortable feelings	Beginning to understand empathy	Not giving up/perseverance
No Outsiders	To welcome different people	To have self-confidence	To understand what diversity is	To think about what makes a good friend	To communicate in different ways	To know I belong
Preventative curriculum	Pol-Ed Lesson 1 – What if my friends are making me feel sad? Three houses	Pants are private RSE 1.5 hours	Oh Lila – Asking for help Pol-Ed Lesson 2 – Why does age matter? KSMR Behaviour and safety survey	Pants are private Jessie & friends - Episode 3 - playing games DATE	Pol-Ed Lesson 3 – How do I share family worries?	Pants are private Pol-ed Lesson 4 – why are there different rules in different places?
RE	**How are symbols used to welcome new life?**	**How can we make good choices?**	**How and why do people pray?**	**What do religious views say about our world?**	**How do Hindu stories help believers live their lives?**	**What did Jesus teach and how did he live?**

P.E.	**iMoves** Dance Unit 1	**AfPE** Hit, catch, run 1	**AfPE** Attack, defend, shoot 1	**iMoves** Gymnastics	**AfPE** Attack, defend, shoot 2	**AfPE** Hit, catch, run 2
	AfPE Send and return 1	**AfPE** Run, jump, throw 1	**Enrichment Unit** Commando Joe's	**AfPE** Send and return 2	**iMoves** Dance Unit 2	**AfPE** Run, jump, throw 2
DT		**Textiles** **Project Outcome:** Design, make and evaluate a gadget case. The case should be able to hold an item such as a phone and protect it.	**Food project** **Project Outcome:** Design, make and evaluate a cous cous salad. Children make design choices based on taste, texture and appearance.			**Mechanical Systems** **Project Outcome:** Design, make and evaluate a moving toy for a reception child. The moving toy will have up to 3 wheels and axels.
Art	**Printing** **Artist:** Andy Warhol **Project Outcome:** To create a 'materials' monoprint that can be used to make a simple repeating pattern using a range of materials.			**Drawing and water colour Painting** **Artist:** Robert Dawson **Project Outcome:** To create an illustration in the style of a China willow plate. Children will draw their own 'story' themed illustration and use watercolour paint to add colour.	**Drawing and application of paint** **Artist:** David Hockney **Project Outcome:** To create a painting of a swimmer in water in the style of David Hockney. Children experiment with applying paint to achieve the texture of water.	
Music	**Jolly Music Level 2 singing games and rhymes.** *Use Voices/ Play and Perform*		**Jolly Music Level 2 singing games and rhymes reinforcing pitch using hand signals, notating rhythms.** *Use Voices/ Listen/ Notation*		**Bird Compositions – creating ostinato patterns and group performances, using voices and instruments.** *Use Voices/ Experiment and Compose/ Play and Perform using instruments* **Class Song performance**	
Spanish	Ice-creams		Musical instruments		Vegetables	