

# Curriculum Year Plan

## Year 2



	Autumn		Spring		Summer	
<b>Maths</b>	Place Value: numbers to 100  Addition and Subtraction	Addition & Subtraction  Geometry: Properties of shape	Money  Multiplication & Division	Multiplication & Division  Length & Height	Fractions  Mass, capacity and temperature  Statistics	Time  Position & direction.
<b>Writing</b>	Local Area  The Last Wolf Mini Grey	Recount local walk Non- chronological report on an animal	George and the Dragon Christopher Wormell Character description Adventure story	Instructions  Non- chronological report The Great Fire of London	The Owl who was afraid of the Dark Jill Tomlinson Setting Description  Story overcoming a fear	Letter to the council to clean up Nene river  The Storm Whale Benji Davis Book Review
<b>Reading</b>	<p><b>Non-Fiction:</b> Polar bears by Mark Newman</p> <p><b>Fiction:</b> Winter's Child by Angela McAllister</p> <p><b>Fiction:</b> Little Red Riding Hood by Nosy Crow</p> <p><b>Fiction:</b> True Story of the Three Little Pigs by Jon Scieszka,</p>		<p><b>Non-Fiction:</b> Doctor by Here to Help series</p> <p><b>Fiction:</b> The Magic Paintbrush by Julia Donaldson.</p> <p><b>Fiction:</b> Vlad and the Florence Nightingale Adventure by Kate Cunningham</p> <p><b>Fiction:</b> Traction Man by Mini Grey</p>		<p><b>Non-Fiction:</b> Biography of Edith Cavell</p> <p><b>Fiction:</b> The Princess and the White Bear King by Tanya Robyn</p> <p><b>Fiction:</b> Leonardo and the Flying Boy by Laurence Anholt</p> <p><b>Fiction:</b> The Firework Maker's Daughter by Philip Pullman</p>	

	<p><b>Fiction:</b> The Three Javelinas by Susan Lowell</p> <p><b>Fiction:</b> The Wolf who Cried Boy</p> <p><b>Fiction:</b> Could a Penguin Ride a Bike?</p> <p><b>Poetry:</b> A First Poetry Book by Pie Corbett and Gabby Morgan</p>		<p><b>Fiction:</b> Ice Palace by Robert Swindells</p>		<p><b>Fiction:</b> The Tear Thief by Carol Ann Duffy</p> <p><b>Poetry:</b> Poems to Perform by Julia Donaldson</p>	
<b>Computing</b>	IT around us	Digital photography	Robot algorithms	Pictograms	Pictograms	Programming quizzes
<b>Internet Safety</b>	Online Bullying	Health, Well-being and Lifestyle	Managing Online Information	Online Relationships	Self-image and Identity	Online Reputation
<b>Talk through Stories</b>	<p>The koala who could</p> <p>A little bit brave</p> <p>Max and the tag along moon</p>	<p>After the fall</p> <p>Cottonwool Colin</p> <p>Ravi's roar</p>	<p>Click Clack Moo</p> <p>The invisible</p> <p>The extraordinary Gardner</p>	<p>How to be a Viking</p> <p>Billy monster's daymare</p> <p>The giant jam sandwich.</p>	<p>George and the dragon</p> <p>Winnie the witch</p> <p>Cops and robbers</p>	<p>There's a snake in my school.</p> <p>Perfectly Norman</p> <p>The wall and the wild</p>
<b>Religion and Worldviews</b>	Where is religion in our community?	What does it mean to be free?	What do stories from the Holy Books reveal	Why does Easter matter for Christians?	What do our senses tell us about Hindu worship?	How do celebrations give Hindus a sense of belonging?

			about what God is like?			
<b>Science</b>	<b>BIOLOGY</b> <b>Plant growth</b> Plants grow from seeds, and require water, light and a suitable temperature.	<b>BIOLOGY</b> <b>Needs of animals</b> Animals need water, food and air to survive and to have offspring.	<b>CHEMISTRY</b> <b>Uses of materials</b> Comparisons of an object's material with its use; impact of bending, twisting on solid objects	<b>BIOLOGY</b> <b>Living things &amp; habitats</b> Introduction to habitats, micro-habitats, and simple food chains	<b>CHEMISTRY</b> <b>Solids, liquids, and gases</b> How the same substances can exist as solids, liquids and gases.	<b>Consolidation and review</b>
<b>Physical Education Real PE</b>	<b>Jumping and Landing</b>  Seated Balance  Social Skills	<b>Footwork</b>  One Legged Balance  Personal Skills	<b>Ball Skills</b>  Counter Balance  Creative Skills	<b>Sending and Receiving</b>  Reaction and Response  Physical Skills	<b>Dynamic Balance</b>  Stance  Cognitive Skills	<b>Ball Chasing</b>  Floorwork  Health and Fitness
<b>Get Set 4 PE</b>	Ball Skills Fundamentals	Fundamentals Gymnastics	Sending and Receiving  Invasion Games	Invasion Games  Dance	Target Games  Athletics	Athletics  Strike and Field

<p><b>PSHE &amp; RE</b> (Personal, Social, Health Education / Relationship Education)</p>	<p><b>Rights, Rules and Responsibilities</b> RR12</p> <p>Votes for School Topic: Health and well-being</p>	<p><b>My Emotions</b> ME12 <b>Anti – Bullying</b> AB12</p> <p>Votes for School Topic: British Values</p>	<p><b>Working Together</b> WT12</p> <p>Votes for School Topic: Relationships</p>	<p><b>Financial Capability</b> FC12</p> <p><b>Relationships and Sex Education</b> RS2</p> <p>Votes for School Topic: Living in the Wider World</p>	<p><b>Managing Safety and Risk</b> MSR12</p> <p><b>Digital Lifestyles</b> Votes for School Topic: SMSC</p>	<p><b>Managing Change</b> MC12</p> <p>Votes for School Topic: Science and Technology</p>
<p><b>My Happy Mind</b></p>	<p><b>Meet the brain</b> – focusing on understanding my emotions and the emotions of others, children learn to regulate their emotions and develop a growth mindset.</p>	<p><b>Celebrate</b> – celebrating who they are and building self-esteem in other children learn to focus on their unique character strengths.</p>	<p><b>Appreciate</b> – appreciating themselves and others, children develop gratitude and a greater sense of well-being</p>	<p><b>Relate-</b> building their relationships and relating to others, children focus on diversity</p>	<p><b>Engage</b> – pursuing their dreams and helping to facilitate others’ dreams, children learn about goal setting, their accomplishments and how to build resilience</p>	<p><b>Consolidate</b></p>
<p><b>Music</b></p>	<p><b>Charanga</b> Hands, feet heart</p>	<p>Preparing for Christmas musical</p>	<p><b>Charanga</b> I want to play in a band</p>	<p><b>Charanga</b> I want to play in a band</p>	<p><b>Charanga</b> Friendship song</p>	<p><b>Charanga</b> Friendship song</p>

<p><b>History</b></p>		<p><b>Local history</b> Using primary and secondary sources to learn how our local community has changed over time.</p>		<p><b>Great Fire of London [Spr 2]</b> Life in London 1660s, and the causes and effects of the Great Fire of London</p>		<p><b>Explorers</b> The similarities and differences between the lives of Sacagawea and Michael Collins</p>
<p><b>Geography</b></p>	<p><b>Mini Mappers</b> Studying the human and physical geography of the local area with an introduction to scale and fieldwork</p>		<p><b>Hot and cold deserts [Spr 1]</b> Locating hot and cold deserts, and identifying common physical and human features</p>		<p><b>Rivers, seas and oceans</b> Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas</p>	
<p><b>DT</b></p>		<p><b>FOOD Salads [Aut2]</b> Preparing healthy, balanced salads that include proteins.</p>		<p><b>Wheels &amp; Axles [Spr2]</b> An engineering project to design a buggy that rolls straight and smoothly.</p>		<p><b>Glove Puppets</b> Creating props to tell a story to children in EYFS.</p>

<p style="text-align: center;"><b>Art</b></p>	<p style="text-align: center;"><b>Our School [Aut1]</b></p> <p>Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking.</p> <p><b>Zaha Hadid</b> <b>The Boyle Family</b></p>		<p style="text-align: center;"><b>Colour and Tone [Spr1]</b></p> <p>Looking at tints, tones and shades in <i>The King Who Banned the Dark</i> and Picasso's paintings from his Blue Period.</p> <p><b>Emily Haworth-Booth</b> <b>Pablo Picasso</b></p> <p style="text-align: center;">English</p>		<p style="text-align: center;"><b>Painting Water</b></p> <p>Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings.</p> <p><b>Katsushika Hokusai</b> <b>David Hockney</b> <b>Claude Monet</b></p> <p style="text-align: center;">Geography</p>	
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