**Year Two Curriculum Overview**

**Academic year 2018 / 2019**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | The Place where I live | Fighting Fit | Explorers | Wind in the willows | The Farm Shop | Buckets and Spades |
| **Visits /Visitors****Experiences** | Grandparents | Visitors: School nurse | Visits to ChurchRole-Play: MoonwalkingSpace Adventures | Visits to ChurchVisit to Cuerden Valley Park (habitats)Visit the Nursery Bug House | Visitors: Experience:Gardening in the outdoor classroom | Experience: Large collage – beach based. |
| **English** | Traditional tales with a twistNon-chronological reportLetters to/from characters | InstructionsRiddlesLetters – linked to Christmas | Stories by the same authorsPersuasion  | Animal adventure storiesClassic poems | Stories with familiar settingsInstructions | Story as a themeExplanations |
| **Readers** | The Jolly Postman | The Jolly Christmas Postman | The Magic Finger Roald Dahl, Bob, the Man on the Moon | Monkey PuzzleWind in the Willows | The Large family | Percy the Park Keeper stories |
| **RE** | Treasures | Chosen People  | The Mass | Chance to Change | The Good News  | Judaism |
| **Science** |  | Animals - Animal survival and growth (Humans)Health – how we grow and stay healthy |  | Living things and their habitatsAnimal survival and growth | Plants and growthObserving bulbs and seeds and the conditions they need for growthHealthy – eating healthy food | Materials – properties and use of materials |
| **Computing** | Create, manage and manipulate digital content: Sound | Electronic communication: contribute to class and group emails | ProgrammingOnline safety skills | Create, manage and manipulate digital contentPlan a simple storyboard | Data Handling skills – sorting using pictograms, basic tables and charts | Create a simple animated storyOnline safety skills |
| **History** | Show an understanding of the past, recognising the distinction between past and present in their own and other peoples lives. |  | Recognising the distinction between past and present in their own and other peoples lives linked to explorers (Christopher Columbas) and events (Lunar landing) |  |  | Recognising the distinction between the past and present – Victorian timesIdentify similarities and differences between then and now – seaside resorts |
| **Geography** |  |  | Name and locate the seven continents of the world and five oceans.Study a small area, in a contrasting non-European country. (Australia, Africa or Asia)Identify hot and cold areas in relation to the equator and the north and south poles | Name, locate and describe the characteristics of the four countries of the UKIdentify seasonal and daily weather patterns in the UKUse a range of maps and globes |  |  |
| **Art** | Explore the work of different artists and designers Drawing skillsPrinting | DrawingPainting3D Clay |  | Drawing PaintingArtists who explore the theme of water: *Monet’s Garden of Giverny* | Record and explore ideas from first hand observationDrawingPainting | Explore the work of artists and crafts people,*Abigail Mill, Jayne Huskinsson, Serena Hall*DrawingDigital MediaTextiles/collage |
| **DT** |  |  | Mechanisms – wheels and axles. Design a vehicle | Textiles: design and make a product for a stated purpose and user | Food – the Eatwell plate |  |
| **Music** | Understand sound and music, explore, choose and organise sounds, to use voices expressively and play untuned musical instruments, create musical patterns | Performing, Listening,Creating, Pitch – high and low sounds, Duration – long and short sounds | Children wll become “everyday explorers” to explore the various sounds that can be created using percussion and everyday objects | Listening gamesSinging songsThe wild woods meet into the woodsCreate a ‘riverbank soundscape’ | Children will improve aural skills as well as singing abilities as they investigate traditional songs, musical elements and experiment with composing their own songs and lyrics |  |
| **PE** | Games | Gymnastics | Dance | Games | Gymnastics | Outdoor Adventures |
| **PHSE** | Communication and Problem solving | Emotional Health and well being: Unit 5 Planning AheadNegative behaviourGetting help | Unit 3: Economic well being and financial capabilityUnit 9: Emotional FeelingsRelationships | Unit 7: Healthy lifestyles | Sex and Relationship Education. Personal Safety, Emotions and feelings, RelationshipsHygiene and cleanliness | Unit 8 Drugs Awareness(medicines/keeping safe) |
| **BLP** | Imagining(unicorn) | Managing Distractions(Ant) | Listening and empathy(Dog) | Making Connections(Spider) |