**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 Church  Role-Play: Moonwalking  Space Adventures | Visits to Church  Visit 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 twist  Non-chronological report  Letters to/from characters | Instructions  Riddles  Letters – linked to Christmas | Stories by the same authors  Persuasion | Animal adventure stories  Classic poems | Stories with familiar settings  Instructions | Story as a theme  Explanations |
| **Readers** | The Jolly Postman | The Jolly Christmas Postman | The Magic Finger Roald Dahl, Bob, the Man on the Moon | Monkey Puzzle  Wind 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 habitats  Animal survival and growth | Plants and growth  Observing bulbs and seeds and the conditions they need for growth  Healthy – 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 | Programming  Online safety skills | Create, manage and manipulate digital content  Plan a simple storyboard | Data Handling skills – sorting using pictograms, basic tables and charts | Create a simple animated story  Online 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 times  Identify 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 UK  Identify seasonal and daily weather patterns in the UK  Use a range of maps and globes |  |  |
| **Art** | Explore the work of different artists and designers  Drawing skills  Printing | Drawing  Painting  3D Clay |  | Drawing  Painting  Artists who explore the theme of water: *Monet’s Garden of Giverny* | Record and explore ideas from first hand observation  Drawing  Painting | Explore the work of artists and crafts people,  *Abigail Mill, Jayne Huskinsson, Serena Hall*  Drawing  Digital Media  Textiles/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 games  Singing songs  The wild woods meet into the woods  Create 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 Ahead  Negative behaviour  Getting help | Unit 3: Economic well being and financial capability  Unit 9: Emotional Feelings  Relationships | Unit 7:  Healthy lifestyles | Sex and Relationship Education. Personal Safety, Emotions and feelings, Relationships  Hygiene and cleanliness | Unit 8  Drugs Awareness  (medicines/keeping safe) |
| **BLP** | Imagining  (unicorn) | | Managing Distractions  (Ant) | Listening and empathy  (Dog) | Making Connections  (Spider) | |