

## Year 2 Curriculum

| Subject                         | Term 1<br>6 weeks 3 days   | Term 2<br>7 weeks 4 days  | Term 3<br>6 weeks  | Term 4<br>5 weeks 4 days  | Term 5<br>5 weeks  | Term 6<br>7 weeks   |                                       |  |                                    |                                   |  |   |
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| Topic Title                     | Around the world in eighty days<br><br>Geography Focus   |   | People who changed the world<br><br>History Focus  |   | How does your garden grow?<br><br>Science Focus                          |   |                                       |  |                                    |                                   |  |   |
| Literacy<br>1hr                 | Jack and the Flum Flum tree<br>Narrative-Diary entry   | The snail and the whale<br>Narrative - Retell a story             | Countries around the world. (Brazil)<br>Non - Chronological report   | Lily and the snowman<br>Visual literacy<br>Instructions<br>Debate   | Fairy Tales (Adaption of Roald Dahls Heroes and Villains)<br>Comparisons | The Emperor's New clothes<br>Narrative - Alternative ending     | Woolsthorpe Manor trip<br><br>Recount | Nightingale's Last call!<br>Newspaper report | The Owl and the pussycat<br>Poetry | Dear Greenpeace<br>Letter writing | The Tin Forrest<br>Narrative - descriptive writing | Somebody swallowed Stanley/Plants (can footprints be dangerous)<br><br>Explanation text |
| Maths                           | Y1 and 2 - Number and place value; addition, subtraction, multiplication and division; fractions; measures; geometry (properties of shapes and positions and directions); statistics (Y2). |   |  |   |  |   |                                       |  |                                    |                                   |  |   |
| Science<br>Switch on<br>Science | Healthy Me<br>Animals including humans   | Our local environment<br>Living Things and their Habitats, Plants | Materials<br>Everyday materials explores the properties and uses of everyday materials, set in the context of meeting, | Squash, Bend, Twist and Check<br>Explore how the shapes of objects can be changed by squashing, bending, twisting and | Young Gardeners<br>Living things and their habitats; plants              | Little Master Chefs<br>Working Scientifically<br>Skills project |                                       |  |                                    |                                   |  |   |

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|                               |  |  | talking to and feeding the Materials Monster.  | stretching. In doing this they raise questions. perform simple tests, and gather and record data.  |                             |   |
| Computing<br>Kapow<br>Primary | What is a computer?  | Word processing  | Programming – Scratch Jr   | Algorithms and Debugging   | International Space Station | Stop Motion   |
| PE                            | Real PE  |  | Real PE  |  | Real PE                     |   |
|                               | Gym<br>Parts high and low  | Dance<br><b>Poppies</b><br><br>Word gathering<br>Exploring words to<br>Create motifs | Gym<br>Turning, spinning and<br>twisting   | Dance<br><b>Machines</b><br>Word gathering<br>Exploring words to<br>Create motifs  | Gym                         | Dance<br><b>Plants</b><br><br>Word gathering<br>Exploring words to<br>Create motifs |
| History                       | <b>History</b><br>What were holidays like in the past?<br><br>This unit compares seaside holidays in the recent past with those taken a long time ago. Children will develop an understanding of chronology and an ability to ask and answer questions about different sources of information. The | <b>History</b>   | <b>History</b><br>What can we learn about recent history from studying the life of famous people?<br><br>In this unit, children learn about aspects of recent history through the study of the lives of famous people who have made a significant contribution to the recent history of Britain. | <b>History</b><br>What can we learn about recent history from studying the life of a famous person?<br><br>In this unit, children learn about aspects of recent history through the study of the lives of famous people who have made a significant contribution to the recent history of Britain. | <b>History</b>              |   |

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|  | <p>unit could be developed further by visiting a seaside resort and its local museum.</p> <p>Events beyond living memory<br/>Amy Johnson<br/>Amelia Earhart<br/>Objectives<br/>Who was Amy Johnson?</p> |  | <p>Events beyond living memory e.g.<br/>How has making telephone calls changed?</p> <p>Lives of significant individuals e.g.<br/>Stevenson<br/>Wright Brothers<br/>Neil Armstrong<br/>Henry Ford<br/>Alexandra Graham Bell</p> <p>Local history<br/>Margaret Thatcher<br/>Isaac Newton - Woolsthorpe Manor</p> |  |   |  |
| <p>Geography</p> <p>On going during the year</p> <p>Daily weather patterns</p> <p>Seasonal changes</p> |   | <p><b>Geography</b></p> <p>The unit will encourage the development of knowledge about places and their locations. The range of activities is designed to ensure that, over time, children learn about places, where the places are and</p> |  |  | <p><b>Geography</b></p> <p>This unit introduces a distant locality through aspects of life that will be familiar to children such as housing, cooking and going to school. The unit is based on a</p> | <p><b>Geography</b></p> <p>This unit introduces a distant locality through aspects of life that will be familiar to children such as housing, cooking and going to school. The unit is based on a small area; this allows children to compare it</p> |

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|                           |  | <p>how they are connected.</p> <p>What are the names of the seven continents?<br/>Where are the seven continents?<br/>What and where are the five major oceans?</p> <p>Where are the hot and cold areas of the world?</p> <p>Where is the equator?<br/>Where is the north and south pole?</p> |   |                   | <p>small area; this allows children to compare it more easily with their own local area.</p> <p>Revisit: Location of hot areas of the world in relation to the equator</p> <p>- comparing a small area in a non-contrasting non-European country e.g. a country in Africa</p> | <p>more easily with their own local area.</p> <p>Revisit: Location of hot areas of the world in relation to the equator</p> <p>- comparing a small area in a non-contrasting non-European country e.g. a country in Africa</p> |
| Art                       | <p><b>Formal elements</b><br/>Pattern, texture and tone -<br/>Landscapes</p> |   | <p><b>Human Form</b><br/>Collage and portraits.</p> |                   | <p><b>Still life</b><br/>Drawing of plants and flowers.</p>   |  |
| DT                        |  | Vehicles  |   | Textiles - sewing |   | Food   |
| Music<br>Kapow<br>Primary | On this Island   | Musical me  | Space   | Myths and legends | Traditional Tales   | Animals  |
| RE                        | Christianity   |   | Buddhism  |                   | Creation/the natural supply - Christianity, Islam , Buddhism.   |  |

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| PSHE       | Wellbeing Day<br>Use the first 3 lessons from Kapow primary<br>Experiencing different feelings<br>Other people's feelings<br>Identifying their own strengths and areas they would like to develop |  | Wellbeing Day<br>Use lessons 4,5 and 6 from Kapow<br>Developing a growth mindset<br>Healthy body, healthy Brain<br>Relaxation |  |                            |  |
| SRE        | Relationships   |  |   |  |                            |  |
| Enrichment | Aero Zone<br>East Midland Airport/<br>Cranwell Aviation   |  | Famous people day<br>Woolsthorpe Manor  |  | Belton House<br>Eco centre |  |
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