

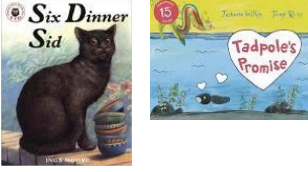
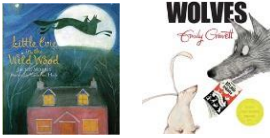
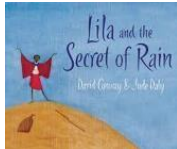





# Year 2 Curriculum Overview 2022-23

## ENGAGEMENT – RESILIENCE - INTEGRITY

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Title:</b> Why is Planet Earth our home?</p>  <p><b>Film references:</b> Soar! La Luna short animations Supplementary texts: The Darkest Dark – Chris Hadfield Here we are – Oliver Jeffers</p>	<p><b>Title:</b> Does everyone in London live like the Queen?</p>  <p><b>Supplementary texts:</b> Katie in London – James Mayhew</p>	<p><b>Title:</b> Why do humans have pets?</p>  <p><b>Supplementary texts:</b> Just So stories – How the leopard got his spots and other stories – Shoo Rayner</p>	<p><b>Title:</b> If you go down to the woods today...</p>  <p><b>Supplementary texts:</b> Little Red – Bethan Woollvin Into the forest – Anthony Browne</p>	<p><b>Title:</b> Should we really want the rain to go away?</p>  <p><b>Supplementary texts:</b></p>	<p><b>Title:</b> Should we be afraid of the dark?</p>  <p><b>Supplementary texts:</b> Little mouse's big book of fear – Emily Gravett</p>
<p><b>Concepts:</b> Space travel, adventure, courage,</p>	<p><b>Concepts:</b> Royalty, town, country, city, village, comparison, contrast</p>	<p><b>Concepts:</b> Caring, friendship, neighbourly,</p>	<p><b>Concepts:</b> Predator, immersion, danger, menace, danger, beauty</p>	<p><b>Concepts:</b> Drought, life, tradition, helplessness, dilemma, climate</p>	<p><b>Concepts:</b> Courage, fear, trust, friendship, change, reflection, justice, individuality</p>
<p><b>Experiences:</b></p> <ul style="list-style-type: none"> <li>Flight project STEM</li> <li>Alien visitor</li> <li>Moon and Apollo 11 spacerocket role plays</li> </ul>	<p><b>Experiences:</b></p> <ul style="list-style-type: none"> <li>Expert input- The Great Fire of London Partake Theatre</li> <li>London bus and Mr Farinor's bakers shop, Pudding Lane role plays</li> <li>Visit – the old flour mill in Bratton/Westbury (local heritage)</li> <li>Play for parents</li> </ul>	<p><b>Experiences:</b></p> <ul style="list-style-type: none"> <li>Expert input - Visit to the vets/vet to visit/ RSPCA to visit</li> <li>Visit to Pets at Home - Trowbridge</li> <li>Pet shop and vet role play areas</li> </ul>	<p><b>Experiences:</b></p> <ul style="list-style-type: none"> <li>Virtual Woodland experience</li> <li>Red Riding Hood's cottage, into the woods – role play</li> <li>Eggucation (rare breeds and ethical chick hatching) experience</li> </ul>	<p><b>Experiences:</b></p> <ul style="list-style-type: none"> <li>Charity activity to raise money for WaterAid</li> </ul>	<p><b>Experiences:</b></p> <ul style="list-style-type: none"> <li>Launch: Children enter a pitch black classroom and are asked to find a shadow. Discuss what is needed to create a shadow.</li> <li>Children will create shadow puppets.</li> </ul>
<p><b>Significant people:</b> Neil Armstrong, Mae Jemison, STEM ambassador</p>	<p><b>Significant people:</b> Queen Elizabeth II, Sir Christopher Wren, Roma Agrawal (female structural engineer The Shard)</p>	<p><b>Significant people:</b> Local vet Local pet physiotherapist</p>	<p><b>Significant people:</b> Jackie Morriss (author and illustrator)</p>	<p><b>Significant people:</b> Verna Aardema (author) Wangari Maathai (Scientist/conservationist)</p>	<p><b>Significant people:</b> Thomas Edison Nikola Tesla</p>

<p><b>Science</b> <b>Uses of everyday materials –</b> identify and compare the suitability of a variety of everyday materials for particular uses. how solid objects can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Science</b> <b>Y2 Animals including humans –</b> Human focus: life cycles, keeping healthy, offspring and needs of animals, exercise, comparing living/dead/ never been alive</p>	<p><b>Science</b> <b>Y2 Animals including humans –</b> Animal focus: life cycles, keeping healthy, offspring and needs of animals, exercise, comparing living/dead/ never been alive</p>	<p><b>Science</b> <b>Y2 Living things and their habitats –</b> food chains, matching living things to their habitats</p>	<p><b>Science</b> <b>Y2 Plants –</b> how seeds and bulbs grow into mature plants. plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><b>Science</b> <b>Y3 Light –</b> Need light to see, light is reflected on surfaces, protecting eyes from sun, shadows, patterns of shadows.</p>
<p><b>History:</b> <b>Chronological Knowledge-</b> Significant events within and beyond living memory. <b>Critical Understanding</b> <b>Conceptual Understanding</b> - <b>The first man on the moon – Neil Armstrong</b></p>	<p><b>History:</b> <b>Conceptual Understanding- Monarchy</b> <b>Causes and consequences</b> of a significant historical event - <b>The Great Fire of London</b></p>	<p><b>History:</b></p>	<p><b>History:</b></p>	<p><b>History:</b></p>	<p><b>History: Chronological Understanding-</b>Events beyond living memory- comparison of life in the past to life now <b>Conceptual Understanding</b> <b>Lives of significant individuals-</b> Thomas Edison/Nikola Tesla</p>
<p><b>Geography:</b></p>	<p><b>Geography:</b> <b>Place Knowledge</b> -London study- City Identify physical and human features of a city.</p>	<p><b>Geography:</b> <b>Locational knowledge</b> Name and locate the 7 continents and the 5 oceans</p>	<p><b>Geography:</b> <b>Human and Physical Geography-</b> British countryside focus Identify physical and human features of a village, beach, city.</p>	<p><b>Geography:</b> <b>Place knowledge-</b> Comparison of an area in England and an area of non European country- Kenya</p>	<p><b>Geography:</b></p>
<p><b>Design technology:</b> <b>Cooking and nutrition (Skills – mixing) –</b> flat bread</p>	<p><b>Design technology:</b> <b>Structures-</b> Bridges – how they can be made stronger and more stable.</p>	<p><b>Design technology:</b></p>	<p><b>Design technology:</b> <b>Mechanisms</b> Levers and sliders – design a woodland setting scene with moving parts</p>	<p><b>Design technology:</b> <b>Cooking and nutrition (Skills – cut, chop)–</b> design and prepare a healthy lunch</p>	<p><b>Design technology:</b> <b>Textiles-</b> templates and joining techniques- animal glove puppet – shadow puppets</p>
<p><b>Art:</b> <b>Printing</b> <b>Designer-</b> Carol Lander (Printing) Planet Earth landscapes</p>	<p><b>Art:</b></p>	<p><b>Art:</b> <b>Drawing (Pets)</b> Begin and develop sketch books <b>Oil Pastels</b> <b>Artist –</b> Henri Matisse – Cat with red fish</p>	<p><b>Art:</b> <b>Sculpture-</b> <b>Clay Craft-Makers</b> Kirsty Elson(sculptor), <b>Painting</b> <b>Artist –</b> Jackie Morris – illustration for their writing of a fairy tale.</p>	<p><b>Art:</b> <b>Printing</b> <b>Artists -</b> Noel Kapanda of the Tinga Tanga school of artists</p>	<p><b>Art:</b></p>

<p><b>Computing:</b>          TIOL:          CORE Do I Trust my Internet Search?          Online Safety: I am kind and responsible</p>	<p><b>Computing:</b>          Multimedia:          CORE Present my Information          TIOL:          CORE Discovering my Technology</p>	<p><b>Computing:</b>          Handling Data:          CHOICE Sorting My Animals          Multimedia:          CHOICE Animate my Animal</p>	<p><b>Computing:</b>          Programming:          CHOICE Explore my Topic with a Floor Robot</p>	<p><b>Computing:</b>          CHOICE Counting my Information          Online Safety: I am safe and secure</p>	<p><b>Computing:</b>          Programming:          CORE Moving around to Fix my Factory          Online Safety: I am healthy</p>
<p><b>Music:</b>          Charanga: Hands, Feet, Heart           Gustav Holst and The Planet Suite</p>	<p><b>Music:</b>          Charanga: Ho HoHo</p>	<p><b>Music:</b>          Charanga: I wanna play inband           Camille Saint Saens, and TheCarnival of theAnimals</p>	<p><b>Music:</b>          Charanga: Zootime</p>	<p><b>Music:</b>          Charanga: Friendship Song           Sergei Prokofiev and Peter and the Wolf</p>	<p><b>Music:</b>          Charanga: Reflect, rewind and replay           Claude Debussy and La Mer</p>
<p><b>P.E.</b>          Multiskills Striking and fielding          Gym 2D and 3D shapes</p>	<p><b>P.E</b>          Multiskills Large ball skills          Dance</p>	<p><b>P.E.</b>          Multiskills ABCs          Athletics          Gym Balance and Co-ordination</p>	<p><b>P.E.</b>          Athletics          Dance</p>	<p><b>P.E.</b>          Multiskills Attacking and defending          Dance</p>	<p><b>P.E.</b>          Yoga          Basketball</p>
<p><b>MFL – French:</b>          Core Vocabulary &amp; Phonetics</p>	<p><b>MFL – French:</b>          I'm learning French</p>	<p><b>MFL – French:</b>          Animals</p>	<p><b>MFL – French:</b>          Musical instruments</p>	<p><b>MFL – French:</b>          Little Red Riding Hood</p>	<p><b>MFL – French:</b>          I can....</p>
<p><b>R.E</b>          All religions: How do we show we care for others? Q10          Being Special          (Myself)</p>	<p><b>R.E</b>          Why do we celebrate special times? Q5          Special Times          (Celebrations)          Christmas</p>	<p><b>R.E</b>          Who is an inspiring person? Q8          Special People          (Leaders and Teachers)</p>	<p><b>R.E</b>          Why Christians love to tell stories about Jesus? Q4          Special People          (Story)</p>	<p><b>R.E</b>          The beginning of the world: What can we learn from special Christian and Jewish stories? Q2          Special People          (Believing)</p>	<p><b>R.E</b>          Why is God important for Muslims? Q3          Special People          (Believing)</p>
<p><b>RSE/PSHE</b>          Y2 -Being Me          Hopes and fears for the year          Rights and responsibilities          Rewards and consequences          Safe and fair learning environment          Valuing contributions          Choices          Recognising feelings</p>	<p><b>RSE/PSHE</b>          Y2 -Celebrating Differences          Assumptions and stereotypes about gender          Understanding bullying          Standing up for self and others          Making new friends          Gender diversity          Celebrating difference and remaining friends</p>	<p><b>RSE/PSHE</b>          Y2 -Achieving realistic goals          Perseverance          Learning strengths          Learning with others          Group co-operation          Contributing to and sharing          Success</p>	<p><b>RSE/PSHE</b>          Y2 -Healthy Me          Motivation          Healthier choices          Relaxation          Healthy eating and nutrition          Healthier snacks and sharing food</p>	<p><b>RSE/PSHE</b>          Y2 -Relationships          Different types of family          Physical contact boundaries          Friendship and conflict          Secrets          Trust and appreciation          Expressing appreciation for special relationships</p>	<p><b>RSE/PSHE</b>          Y2 -Changing Me          Bodies          Life cycles in nature          Growing from young to old          Increasing independence          Differences in female and male bodies (correct terminology)          Assertiveness          Preparing for transition</p>