

CURRICULUM OVERVIEW

CYCLE 2		Year Group - 2				
	Autumn 1 Castles and Dragons	Autumn 2 Nativity	Spring 1 World Kitchen	Spring 2 World Kitchen	Summer 1 Packmoor (History and Geography Focus)	Summer 2 Bug's Life (Science based)
English	<u>Genre</u> <ul style="list-style-type: none"> Non fiction Narrative Instructions Letter writing 	<u>Genre</u> <ul style="list-style-type: none"> Narrative Recount Lists, labels and captions 	<u>Genre</u> <ul style="list-style-type: none"> Instructions/recipes Narrative Poetry 	<u>Genre</u> <ul style="list-style-type: none"> Retell Narrative Captions 	<u>Genre</u> <ul style="list-style-type: none"> Narrative Character description 	<u>Genre</u> <ul style="list-style-type: none"> Non chronological report Non fiction Fact File
Power of reading books	<ul style="list-style-type: none"> The adventures of Egg Box Dragon 	<ul style="list-style-type: none"> Diary of a killer cat 	<ul style="list-style-type: none"> Pattan's Pumpkin 	<ul style="list-style-type: none"> Magic Finger 	<ul style="list-style-type: none"> The Sky Garden 	<ul style="list-style-type: none"> The Bee Who Spoke
Maths	<ul style="list-style-type: none"> Place value Addition and subtraction 	<ul style="list-style-type: none"> Money Multiplication and division 	<ul style="list-style-type: none"> Multiplication and division Statistics Geometry 	<ul style="list-style-type: none"> Geometry Fractions Measure-length and height 	<ul style="list-style-type: none"> Position and direction Problem solving and SATs revision 	<ul style="list-style-type: none"> Time Measure-mass, capacity and temperature
Science	<u>Topic Theme</u> Materials <u>Skills</u> <ul style="list-style-type: none"> Sorting, classifying and grouping Fair testing Problem solving 	<u>Topic Theme</u> Materials <u>Skills</u> <ul style="list-style-type: none"> Sorting, classifying and grouping Fair testing Problem solving 	<u>Topic Theme</u> Animals including humans <u>Skills</u> <ul style="list-style-type: none"> Observe over time Research using secondary sources Fair testing Problem solving 	<u>Topic Theme</u> Animals and their habitats <u>Skills</u> <ul style="list-style-type: none"> Sorting, classifying and grouping Research using secondary sources 	<u>Topic Theme</u> Plants <u>Skills</u> <ul style="list-style-type: none"> Sorting, classifying and grouping Observe over time Fair testing 	<u>Topic Theme</u> Animals and their habitats <u>Skills</u> <ul style="list-style-type: none"> Sorting, classifying and grouping Research using secondary sources
History	<u>Skills</u> Significant historical events, people and places in their own locality.	<u>Skills</u> Events beyond living memory that are significant nationally or globally. <u>Activities</u>	<u>Skills</u> Significant historical events, people and places in their own locality. <u>Activities</u>	N/A	<u>Skills</u> Significant historical events, people and places in their own locality.	N/A



CURRICULUM OVERVIEW

	<p>Learn about a local significant historical place. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><u>Activities</u> <u>Activities</u> Changes within the royal family. History of Mow Cop castle Castle life/Royals</p> <p>Enquiry Question: Why have castles and dragons inspired us?</p>	<p>Nativity Enquiry Question: Why do we have a nativity?</p>	<p>History of Oatcakes Enquiry Question: What food is linked to our local area?</p>		<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><u>Activities</u> Compare Packmoor past and present. Changes since you were a baby.</p> <p>Enquiry Question: How has Packmoor changed over time?</p>	
<p>Geography</p>	<p>N/A</p>	<p>N/A</p>	<p><u>Skills</u> Map work</p> <p><u>Activities</u> Name and locate the 7 continents and 5 oceans</p>	<p><u>Skills</u> Similarities and differences of physical and human features Use vocabulary to describe physical and human features</p> <p><u>Activities</u> When focussing on different countries look at human and physical features.</p>	<p><u>Skills</u> Devise a simple map of our local area. Use simple compass points Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><u>Activities</u></p>	<p><u>Skills</u> Identify seasonally and daily weather patterns in the UK</p> <p><u>Activities</u> Linking minibeasts to weather and climate of different countries</p>



CURRICULUM OVERVIEW

					Create a map of Stoke on Trent/Packmoor using compass points and grid references plotting features in the local area	
DT	N/A	<p style="text-align: center;">DT Strand Mechanisms – Sliders and Levers</p> <p style="text-align: center;">Project Brief Design, make and evaluate a moving Christmas card for parents.</p> <p style="text-align: center;">Activities To make an attractive Christmas themed card, using either a lever or slider techniques to create something that moves on the front of the card. Evaluate ideas and products.</p>	<p style="text-align: center;">DT Strand Food – Preparing Fruit and Vegetables</p> <p style="text-align: center;">Project Brief Design, make and evaluate two healthy dips to serve at a picnic.</p> <p style="text-align: center;">Activities To create a salsa and guacamole, by following a simple recipe. Learning different cutting techniques to prepare the dips. Recognising different fruit and vegetables. Evaluate ideas and products.</p>	N/A	<p style="text-align: center;">DT Strand Mechanisms – Wheels and Axles</p> <p style="text-align: center;">Project Brief Design, make and evaluate a moving insect to go in the garden.</p> <p style="text-align: center;">Activities To create a moving insect from a chassis structure. Learning how wheels and axles work to make an object move. Evaluate ideas and products.</p>	
Art	<p style="text-align: center;">Explore & Draw</p> <p style="text-align: center;">Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.</p>	<p style="text-align: center;">Exploring the World Through Mono Print</p> <p style="text-align: center;">Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership</p>	<p style="text-align: center;">Be An Architect</p> <p style="text-align: center;">Exploring architecture and creating architectural models.</p>	<p style="text-align: center;">Expressive Painting</p> <p style="text-align: center;">Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.</p>	<p style="text-align: center;">Stick Transformation Project</p> <p style="text-align: center;">Explore how you can transform a familiar object into new and fun forms.</p>	<p style="text-align: center;">Music & Art</p> <p style="text-align: center;">Explore how we can make art inspired by the sounds we hear</p>
Music	<p><u>Skills</u> To Transcribe: Use symbols to represent a composition and use</p>	<p><u>Skills</u> To Perform: Take part in singing, accurately following the melody.</p>	<p>Music Express: Our bodies</p> <p><u>Skills:</u> Beat</p> <p><u>Activities:</u> The children develop a sense of steady</p>	<p><u>Skills</u> To Describe Music: Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p>	<p><u>Skills</u> To Compose: Create a sequence of long and short sounds. Clap rhythms.</p>	<p><u>Skills</u> To Perform: Take part in singing, accurately following the melody.</p>



CURRICULUM OVERVIEW

	<p>them to help with a performance.</p> <p><u>Activities</u> To use flash cards with different medieval era (kings, queens, dragon, etc) and then using these to come up with their own rhythm and sounds.</p> <p>Music Express: Storytime</p> <p><u>Skills:</u> Exploring Sounds</p> <p><u>Activities:</u> The children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects and develop their own ideas using voices and percussion.</p> <p><u>Key Vocabulary</u> Beat, timbre, dynamics, pitch</p>	<p>Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch.</p> <p><u>Activities</u> Perform nativity songs Practise different rhythms</p> <p>Music Express: Seasons</p> <p><u>Skills:</u> Pitch</p> <p><u>Activities:</u> The children develop understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.</p> <p><u>Key Vocabulary</u> Sing, melody, voice, make / control long and short sounds, duration, pitch, dynamics</p>	<p>beat through using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments.</p> <p><u>Key Vocabulary</u> Sing, melody, voice, make / control long and short sounds, duration, pitch, dynamics, beat</p>	<p><u>Activities</u> To look at different cultures and countries music and to be able to describe the music and to continue the beat of the songs.</p> <p>Music Express: Travel</p> <p><u>Skills:</u> Performance</p> <p><u>Activities:</u> The children learn a Tanzanian game song and accompany a traveling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive “theme park” music.</p> <p><u>Key Vocabulary</u> Timbre, texture</p>	<p>Create mixture of different sounds (Duration, dynamics and pitch). Choose sounds to create an effect. Sequence sounds to create overall effect. Create short, musical patterns and rhythmic phrases.</p> <p>Music Express: Ourselves</p> <p><u>Skills:</u> Exploring Sounds</p> <p><u>Activities:</u> The children discover ways to use their voices to describe feelings and moods. They create and notate vocal sounds, building to a performance.</p> <p><u>Key Vocabulary</u> Melody, play, instrument names, voice, rhythm, beat</p>	<p>Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch.</p> <p><u>Activities</u> Ugly Bug Ball Song- sing the song and add instruments.</p> <p>Music Express: Animals</p> <p><u>Skills:</u> Pitch</p> <p><u>Activities:</u> The children link animal movement with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments.</p> <p><u>Skills:</u> Pitch</p>
<p>Computing</p>	<p><u>Skills</u> Coding (Computer Science)</p> <p><u>Activities</u> Use 2Code</p>	<p><u>Skills</u> Spreadsheets (Information Technology) Questioning (Information Technology)</p> <p><u>Activities</u></p>	<p><u>Skills</u> Questioning (Information Technology) Effective Searching (Digital Literacy)</p> <p><u>Activities</u></p>	<p><u>Skills</u> Creating Pictures (Information Technology)</p> <p><u>Activities</u> 2 Paint A Picture</p>	<p><u>Skills</u> Online Safety (Digital Literacy)</p> <p><u>Activities</u> Digital Footprints Keywords</p>	<p><u>Skills</u> Making Music (Information Technology) Presenting Ideas (Information Technology)</p>



CURRICULUM OVERVIEW

		2Calculate 2Question 2Investigate	2Question 2Investigate		Use technology Safely Rate and Review Being Kind Online	<u>Activities</u> 2Sequence
PE	<u>Lesson 1</u> Gymnastics	<u>Lesson 1</u> Gymnastics	<u>Lesson 1</u> Dance	<u>Lesson 1</u> Dance	<u>Lesson 1</u> Athletics	<u>Lesson 1</u> Team building
	<u>Lesson 2</u> Sending and receiving / invasion games	<u>Lesson 2</u> Sending and receiving / invasion games	<u>Lesson 2</u> Fitness	<u>Lesson 2</u> Ball skills	<u>Lesson 2</u> Striking and fielding	<u>Lesson 2</u> Striking and fielding
RE	Sacred Texts –Islam What is the Qur’an? <ul style="list-style-type: none"> Learning about what a sacred text is Looking at where Muslims live and what languages they speak Looking at some quotes and rules found in the Qur’an 	Sacred Texts -Islam Why is Muhammad so important? <ul style="list-style-type: none"> Learning who Muhammad is and why his life is so important to Muslims Reading and discussing the stories of Muhammad’s life and their impact on Muslims 	Christianity Practices What is the meaning of Christmas? <ul style="list-style-type: none"> Learning the story of Christmas in detail through storytelling, drama and discussion Looking at religious art based on the Nativity 	Christianity Practices What is the meaning of Easter? <ul style="list-style-type: none"> Learning the story of Easter in detail through storytelling, drama and discussion Looking at religious art based on Easter	Sacred Texts: Christianity and Festivals Who were the people of the Old Testament? <ul style="list-style-type: none"> Looking at characters in the Old Testament through storytelling. Stories include: Adam and Eve, Abraham and Moses 	Sacred Texts: Christianity and Festivals What religious festivals take place in our community? <ul style="list-style-type: none"> Learning the basic information about Hinduism, Sikhism, Judaism and Buddhism Looking at religious festivals taking place in London and why they are important to people
	Enrichment activities.	<ul style="list-style-type: none"> Harvest 	<ul style="list-style-type: none"> Nativity Theatre trip Remembrance Road safety week 		<ul style="list-style-type: none"> Science week World book day 	<ul style="list-style-type: none"> Chester Zoo

CURRICULUM OVERVIEW

		<ul style="list-style-type: none">• Christmas Fayre				
--	--	-------------------------------------------------------------------	--	--	--	--



"inspiring individuals"