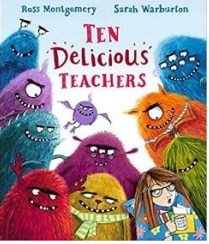
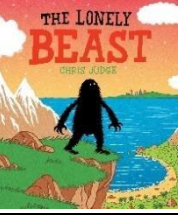


Year 2 Curriculum Overview

Topic		<u>Globetrotters</u>				
Texts		English		Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
 <p>Ten Delicious Teachers by Ross Montgomery</p>  <p>Beast by Chris Judge</p>	<p>Reading Objectives</p> <ul style="list-style-type: none"> To draw inferences based on what is being said and done. To discuss and clarify meanings of words To sequence the main events in a text. To identify the subject and verb in a sentence. <p>Writing Objectives</p> <ul style="list-style-type: none"> To write simple sentences using capital letters and full stops. To be able to identify and use expanded noun phrases. To make revisions and edits to their writing. To use expanded noun phrases Commas in a list. 	<p>Working Scientifically:</p> <ul style="list-style-type: none"> Identifying and Classifying Asking simple questions and understanding that they can be answered in different ways. Using their observations and ideas to suggest answers to questions. <p>Science:</p> <ul style="list-style-type: none"> <u>explore and compare the differences between things that are living, dead, and things that have never been alive.</u> identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <p>Geography:</p> <ul style="list-style-type: none"> To identify the location of hot and cold areas of the world in relation to the North and South poles. To refer to maps, atlases and globes to identify all continents and oceans studied. <p>Art:</p> <ul style="list-style-type: none"> To use basic weaving techniques To show pattern, lines and textures in my drawing <p>French:</p> <ul style="list-style-type: none"> J'apprends le Francais Les salutations Les nombres Les mois 	<p>Reptylers Visit</p>	<ul style="list-style-type: none"> Character description for wanted poster. Letter of invitation. Habitat Dioramas 		

Year 2 Curriculum Overview

Computing:

- Continue to develop keyboard skills including using caps lock, backspace and a modifier key (shift).
- Print a document from a device.
- Navigate to relevant information using a menu.
- Continue to use subject specific vocabulary when discussing ideas with peers e.g. I have created this algorithm by selecting...
- Understand what online content is age-appropriate for KS1.
- Explore creating a safe password.
- Develop an understanding of how to keep personal information, passwords and learning experiences safe online.
- Explore making the right choices with age-appropriate activities online.
- Continue to use subject specific vocabulary when discussing ideas with peers e.g. I have created this algorithm by selecting...


Physical Education (PE):

- Describe and explain how performers can transition and link elements.
- Perform with control and consistency with basic movements.
- Create an perform a simple sequence.

PSHE - Me and My Relationships

- Our ideal classroom
- Use a range of words describe feelings
- Bullying
- Friendship is a special kind of relationship.
- How to deal with feelings.

Year 2 Curriculum Overview

Topic	<u>Bright Lights Big City</u>			
Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>The Hackney Martian by Paul Brown</p> 	<p>Writing Objectives</p> <ul style="list-style-type: none"> To use subordinating and coordination conjunctions To use expanded noun phrases. <p>Writing Outcomes</p> <ul style="list-style-type: none"> A guidebook of London landmarks 	<p>Working Scientifically:</p> <ul style="list-style-type: none"> Identifying and Classifying Asking simple questions and understanding that they can be answered in different ways. Using their observations and ideas to suggest answers to questions. <p>Science:</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air. describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>History:</p> <ul style="list-style-type: none"> To place historical figures, events and artefacts in order on a given timeline, using dates where appropriate. To add labels to timelines. To use artefacts, pictures, stories, online sources and databases to find out about the past. To use information gained from research to describe differences between then and now. <p>Geography:</p> <ul style="list-style-type: none"> To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features To accurately use basic geographical vocabulary to describe physical and human features of places e.g. town, village, river, mountain 	<p>Virtual Tour of London</p>	<p>Great Fire of London fold out timeline Diary Entry from Samuel Pepys (tea stained) Great Fire of London Silhouette Art A guidebook of London landmarks An Ariel view map of London</p>

Year 2 Curriculum Overview

Art:

- To use a range of materials creatively to design and make products

French:

- Les fruits
- Les jours

Computing:

- Explain that an algorithm is a set of unambiguous instructions that complete a task.
- Recognise and use different input and output devices.
- Recognise and use a series of output devices.
- Identify bugs within a sequence whilst beginning to explain the impact of encountered bugs.
- Predict the outcomes of simple algorithms.
- Continue to use subject specific vocabulary when discussing ideas with peers e.g. *I have created this algorithm by selecting...*


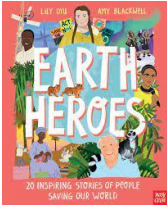
Physical Education (PE):

- Develop body management through a range of floor exercises.
- Use core strength to link recognised gymnastics elements.
- Attempt to use rhythm while performing a sequence.

PSHE - Valuing Difference

- Identifying some physical and non-physical differences.
- Identifying people who are special to me.
- To recognise and explain how a person's behaviour can affect other people.
- To explain how to feels to be left out of a group.
- To recognise and describe acts of kindness and unkindness.
- To demonstrate listening techniques.

Year 2 Curriculum Overview

Topic	<u>Planet Heroes</u>		Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes		
Texts	English						
<p>The Secret Sky Garden By Linda Sarah</p>   <p>Earth Heroes By Lily Dy.</p>	<p>Reading Objectives:</p> <ul style="list-style-type: none"> To make inferences To make a prediction based on information from a text To respond to a text To select and retrieve information from a non-fiction text. <p>Writing Objectives:</p> <ul style="list-style-type: none"> To use similes to describe 		<p>Working Scientifically:</p> <ul style="list-style-type: none"> Gathering and recording data to help in answering questions Identifying and Classifying Asking simple questions and understanding that they can be answered in different ways. Using their observations and ideas to suggest answers to questions. Performing Simple Texts Observing closely, using simple equipment <p>Science:</p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>Geography:</p> <ul style="list-style-type: none"> To devise a simple map, including basic symbols in a key (e.g. part of Chichester/local area) To describe land use and the key human and physical features of the schools surrounding areas using observation and fieldwork <p>Art:</p> <ul style="list-style-type: none"> To use a rolling pin and cutter and joining techniques To use a range of techniques to create different textures <p>DT:</p> <ul style="list-style-type: none"> To design purposeful, functional, appealing products for themselves and other users based on design criteria. To select and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining, finishing), 			<p>Using waste resources to make plant containers. Flower print tiles.</p>	<ul style="list-style-type: none"> Setting description <p>A biographical description of an Earth Hero.</p>

Year 2 Curriculum Overview

- To explore and evaluate a range of existing products.
- To evaluate their ideas and products against design criteria.

French:

- Les animeaux



Physical Education (PE):

- Describe and explain how performers can transition and link shapes and balances.
- Perform basic actions with control and consistency at different speeds and on different levels.

PSHE - Keeping Myself Safe

- Understand that medicines can sometimes make people feel better when feeling ill.
- To identify situations in which they would feel safe or unsafe.
- Identify the types of touch they don't like.
- To recognise that some touches are not fun and can hurt and be upsetting.
- Identify safe secrets and unsafe secrets.
- Identify how inappropriate touch can make someone feel.

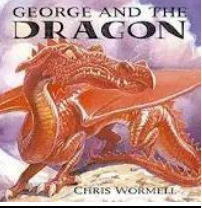
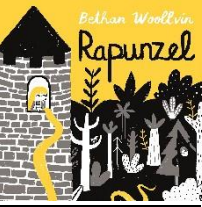
Year 2 Curriculum Overview

Topic	<u>One Small Step</u>			
Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>The Man on the Moon by Simon Bartrum</p>  <p>The Way Back Home by Oliver Jeffers</p> 	<p>Reading Objectives:</p> <ul style="list-style-type: none"> • To make predictions • To listen to, discuss and express views about a text. • To select and retrieve information. • To make inferences about the text. <p>Writing Objectives</p> <ul style="list-style-type: none"> • To sequence sentences to form short narratives • To re-read writing to check it makes sense and make simple revisions • To use subordinating and coordinating conjunctions • To use apostrophes for contraction • To use different forms of sentence 	<p>Working Scientifically:</p> <ul style="list-style-type: none"> • Gathering and recording data to help in answering questions <ul style="list-style-type: none"> • Identifying and Classifying • Asking simple questions and understanding that they can be answered in different ways. • Using their observations and ideas to suggest answers to questions. • Performing Simple Texts • Observing closely, using simple equipment <p>Science:</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>History:</p> <ul style="list-style-type: none"> • To learn about the lives of a significant individuals in the past who have contributed to national and international achievements (Neil Armstrong, Amelia Earhart) <p>Art:</p> <ul style="list-style-type: none"> • To use a range of dry materials (pencils, pastels, chalk and charcoal) • To learn about the work of a range of artists. <p>DT:</p> <ul style="list-style-type: none"> • To demonstrate safe use of a given tool. (saw) • To perform a range of cutting and shaping techniques <p>French:</p> <ul style="list-style-type: none"> • Les saisons 	<p>Tweet questions to local astronaut Tim Peake</p> <p>"Astronaut" visitor</p> <p>Space Dance</p>	<p>Information Leaflet about Astronauts Peter Thorpe style rocket art</p> <p>Watercolour Planet</p> <p>Outcome linked to the Wright Brothers</p> <p>Diary entry of day in the life of Bob</p> <p>Postcard from a space tourist to family</p> <p>The Way Back Home Retell</p> <p>Non-Chronological Report: Take Flight with Amelia Earhart</p>

Year 2 Curriculum Overview

		<p>Physical Education (PE):</p> <ul style="list-style-type: none">• Perform using more sophisticated formations as well as an individual.• Use the stimuli to copy, repeat and create dance actions and motifs. <p><u>PSHE - Rights and Responsibilities</u></p> <ul style="list-style-type: none">• Describe and record strategies for getting on with others in the classroom.• Explain and be able to use strategies for dealing with impulsive behaviour.• To know how to ask for help.• To make suggestions for improving the school environment.• To know that money can be saved for future use.• To recognise that money can be spent on items which are essential and non-essential.		
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Year 2 Curriculum Overview

Topic	<u>Turrets and Talons</u>		Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
Texts	English				
<p>George and the Dragon by Chris Wormell</p>  <p>Rapunzel by Bethan Woollvin</p> 	<p>Reading Objectives:</p> <ul style="list-style-type: none"> • To draw inferences based on what is being said and done. • To ask and answer questions. • To discuss and clarify meanings of words. • To sequence the main events in a text. <p>Writing Objectives :</p> <ul style="list-style-type: none"> • To use question marks, full stops and capital letters. • To use sentences of different forms (commands) • To use imperative verbs • To use past and present tense correctly and consistently • To use possessive apostrophes 		<p>Working Scientifically:</p> <ul style="list-style-type: none"> • Gathering and recording data to help in answering questions • Identifying and Classifying • Asking simple questions and understanding that they can be answered in different ways. • Using their observations and ideas to suggest answers to questions. • Performing Simple Texts • Observing closely, using simple equipment <p>Science:</p> <ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plant • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • <p>History:</p> <ul style="list-style-type: none"> • To ask and answer questions such as What was it like for a...? What happened? How long ago? • To give reasons why people from the past acted in the ways they did. <p>Art:</p> <ul style="list-style-type: none"> • To show pattern, lines and textures in my drawing • To show different tones using pencils <p>DT:</p> <ul style="list-style-type: none"> • To design and make products, modifying the product as the project evolves • To perform a range of cutting and shaping techniques • To use a range of joining techniques • Safely cut, peel or grate ingredients in a hygienic manner • Use measuring cups or electronic scales to measure the required amounts 	<p>Trip to Arundel Castle</p> <p>Dress Up Day (Knights, dragons, princes, princesses)</p>	<p>All About Castle Fact File</p> <p>Sketch of Arundel Castle</p> <p>A 3D Model of a Castle with working draw bridge.</p> <p>A letter of invitation from the princess to George</p> <p>A Riddle</p> <p>Explanation text of how to defeat the witch</p> <p>A Performance</p> <p>Poetry video</p>

Year 2 Curriculum Overview

- To demonstrate safe use of a given tool. (needle)
- To perform a range of cutting and shaping techniques

French:

- Les couleurs

Computing:

- Develop an understanding of how to effectively search for information online, including the use of keywords to enhance search possibilities.
- Begin to explore and create publications using different programs e.g. keynote, pages, ChatterPix Kids.
- Begin to make independent choices about the best software/hardware that can be used to achieve a specific outcome e.g. notes, word, pages can be used to record writing. Talking peg to record sound.
- Continue to use subject specific vocabulary when discussing ideas with peers e.g. I have created this algorithm by selecting...

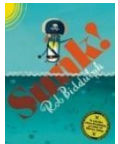
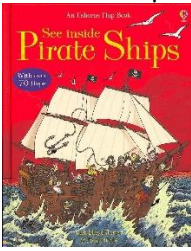
Physical Education (PE):

- Send a ball using feet and can receive a ball using feet.
- Refine ways to control bodies and a range of equipment.
- Recall and link combinations of skills, e.g. dribbling and passing.

PSHE - Being My Best

- To develop a positive attitude that support their wellbeing
- To explain how germs can be spread.
- To know the importance of good dental hygiene.
- To recognise that exercise and sleep are important to health.
- To describe how food, water and air get into the body and blood.

Year 2 Curriculum Overview

Topic	<u>Ahoy Shipmates</u>		Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
Texts	English				
<p>Sunk! by Rob Biddulph</p>  <p>See Inside Pirate Ship</p> 	<p>Reading Objectives:</p> <ul style="list-style-type: none"> To select and retrieve information. To make a prediction. To select and retrieve information from a non-fiction. <p>Writing Objectives</p> <ul style="list-style-type: none"> To use apostrophes for contraction To make simple additions, revisions and corrections To use inverted commas To use prepositions To use expanded noun phrases To use rhyming couplets To use tenses consistently and correctly 		<p>Science - Floating and Sinking Experiment</p> <p>Working Scientifically:</p> <ul style="list-style-type: none"> Gathering and recording data to help in answering questions Identifying and Classifying Asking simple questions and understanding that they can be answered in different ways. Using their observations and ideas to suggest answers to questions. Performing Simple Texts Observing closely, using simple equipment <p>History:</p> <ul style="list-style-type: none"> To use information gained from research to describe differences between then and now. To use subject related vocabulary and: recently, before, after, now, later, a long time ago To learn about the lives of a significant individuals in the past who have contributed to national and international achievements (Black Beard) <p>Geography:</p> <ul style="list-style-type: none"> To understand geographical similarities and differences of human and physical geography of Chichester and a small area in a non-European country. To use 4 point compass directions (north, south, east and west) and simple locational language to describe features of landscapes To describe the location of features and routes on a map using compass directions To refer to maps, atlases, and globes to identify all continents and oceans studied . <p>Art:</p>	<p>Trip to Portsmouth Historic Dockyard</p> <p>Pirate Dress Up Day</p>	<p>Pirate Flag Bunting</p> <p>Science Experiment for treasure boats</p> <p>Biography of Blackbeard</p> <p>Desert Island painting</p> <p>Treasure Map</p> <p>Instructions on a scroll</p> <p>Advertisement</p> <p>Poster for Captain Plank's Pirate Playground</p> <p>Dialogue between two pirates</p> <p>Lift the flap pirate ship information page</p>

Year 2 Curriculum Overview

- To use a range of materials creatively to design and make products

DT:

- To perform a range of cutting and shaping techniques
- Use a range of joining techniques

French:

- Applying skills learnt through familiar French traditional tales

Computing:

- Use specific editing tools to enhance outcomes including using underline, bold and italic effects.
- Begin to explore and develop an understanding of publishing opportunities including blogs, eBooks, videos and websites.
- Use SEESAW to comment on friends work as a peer assessment tool.
- Continue to use subject specific vocabulary when discussing ideas with peers e.g. *I have created this algorithm by selecting...*

Physical Education (PE):

- Select and apply a small range of simple tactics.
- Recognise good quality in self and others.
- Work with others to build basic attacking play.

PSHE - Growing and Changing

- To demonstrate simple ways of giving positive feedback to others.
- Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
- To identify different stages of growth.
- To identify which parts of the human body are private.
- To know that you are not allowed to touch someone's private belongings without their permission.