



Class 2 - Curriculum Overview



Subject	Autumn	Spring	Summer
Literacy	<p>Stanley's Stick - simple sentences, thought bubbles, story mapping, extended mini stories</p> <p>Gruffalo Crumble – sentences, instructions, short stories</p> <p>Mr Big – sentences, questions, letters</p> <p>Plenty of love to go round by Emma Chichester Clark - Lists, labels, captions, sentences, commas</p> <p>The Jolly Christmas Postman by Allan Ahlberg</p> <p>Lists, wanted poster with questions, letters</p>	<p>Farmer Duck by Martin Waddel</p> <p>Simple sentences, instructions, post card</p> <p>The Last Noo-Noo by Jill Murphy</p> <p>Sentences, questions, explanation, narrative</p> <p>One Silver Speck by Laura Purdie Salas</p> <p>Poetry</p> <p>Here Comes Mr Postmouse by Marianne Dubac</p> <p>Sequencing and letter writing</p>	<p>Little Red and the Very Hungry Lion by Alex T Smith</p> <p>Character description, questions to interview, retell narrative</p> <p>The Big Book About Bugs</p> <p>Explanation</p> <p>How to wash a woolly mammoth by Michelle Robinson</p> <p>Commands, class poster, instructions</p> <p>Voices in the Park by Anthony Browne</p> <p>Where's my teddy by Jez Alborough</p>
Maths	<p>Positional Language and Sequencing</p> <p>Subitising – Leading to More and Fewer</p> <p>Number Magnitude, Estimation and Comparison</p> <p>Place Value – Making Ten(s) and Some More</p> <p>Time- Estimating, Sequencing and Comparing</p>	<p>Geometry</p> <p>Regrouping to Add and Subtract</p> <p>Strategy Choices for Addition and Subtraction</p> <p>Problem Solving with Addition and Subtraction</p> <p>Double and Halving</p> <p>Multiplication – Counting, Multiples, Repeat Addition, Number of Groups, Group Size and Product</p>	<p>Money</p> <p>Fractions</p> <p>Problem Solving – All Four Operations</p> <p>Time – Turns and Telling the Time</p> <p>Time – Drawing the Hands on a Clock and Intervals of Time</p> <p>Measures and Reading Scales</p> <p>Statistics</p> <p>Geometry</p> <p>Place Value with Larger Numbers</p>

	<p>Additive Reasoning – the Understanding and Language of Operations Part Whole Equality and Comparison Measures – Length, Height and Mass</p>	<p>Division – Sharing and Grouping Problem Solving with Multiplication and Division</p>	<p>Calculation Review</p>
<p>Science</p>	<p>AMAZING ME Y1 <i>Animals including humans</i> and Y2 <i>Animals including humans</i>: focus on our bodies and health</p> <p>WILD WEATHER Y1 <i>Seasonal changes</i></p>	<p>BRILLIANT BUILDERS Y1 <i>Everyday materials</i> and Y2 <i>Uses of everyday materials</i>: focus on uses of materials including building</p> <p>GROWING THINGS Y1 and Y2 <i>Plants</i>: focus on needs of plants and growth</p>	<p>WILD AND WONDERFUL CREATURES Y1 <i>Animals including humans</i> and Y2 <i>Animals including humans</i>: focus on wild animals/fish.</p> <p>FOOD CHAINS Y2 <i>Living things and their habitats</i>: focus on food chains</p>
<p>History/Geography</p>	<p>History: Rosa Parks Children to explore, discover and investigate the life of a significant individual and how they have contributed to national and international achievements.</p> <p>Geography: Continent Study – Antarctica This enquiry introduces young geographers to the concept of biomes and natural regions. It enables them to understand the importance of location in relation to the Equator and poles in determining</p>	<p>History: The Egyptians Children to learn about the achievements of the earliest civilisations through the context of the Ancient Egyptians. Children to learn about the life and times of the Egyptians, including art, religion, culture, entertainment, and the rules of Egypt.</p> <p>Geography: Kampong The core aim of this investigation is to support children, through a range of learning activities, to make comparisons between their lives and</p>	<p>History: Changes in Britain from the Stone Age the Iron Age Children to learn about late Neolithic hunter gatherers and early farmers. Children to investigate bronze age religion, technology and travel. Children to explore Iron Age hill forts; tribal kingdoms, farming, art and culture.</p> <p>Geography: Weather This enquiry provides an opportunity for pupils to understand the concept of weather (the very changeable conditions of the atmosphere at any given moment of time) and to form a</p>

	<p>weather and climate, which in turn have such an influence on shaping the natural geographical features of environments. Pupils will come to understand the distribution of hot and cold places in the world and how living things have to adapt to survive in such places. By comparing a number of environments, pupils are able to identify and describe similarities and differences between places in the world and offer reasons for why such differences exist. The fundamental geographical concepts of place, space, location, distribution, scale and environmental interaction underpin the enquiry.</p>	<p>those of people in a small diverse community in the country of Brunei on the tropical island of Borneo in southeast Asia. As they do so the children develop core knowledge and understanding of the fundamental geographical concepts of <i>place; location; space; distribution; resources; settlement; natural and human environments and environmental interaction and interdependence</i> through the application of a wide range of skills. Children are supported to consider the similarities and differences that exist between their own local area and <i>Kampong Ayer</i>, both in ways of life and of the geographic processes that have given rise to the physical and human patterns that characterise these places.</p>	<p>solid foundation for studying climate (the average weather conditions of a place over an extended period of time – usually at least 30 years) in different contexts later in the programme. Because geography is the study of the interactions of people with their environments, pupils are encouraged from the outset to investigate how weather affects them as individuals on a daily and seasonal basis. They should also explore how weather affects people in other locations around the world.</p>
Computing	<p>Purple Mash</p> <p>Online safety Lego Builders</p>	<p>Purple Mash</p> <p>Beebot tinkering Beetbot basics Beetbot 123Programs</p>	<p>Purple Mash</p> <p>Creating Pictures Coding</p>
Art/ D.T.	<p>Sketching & Drawing</p> <p>Paint and print - seasons</p>	<p>Andy Goldsworthy – replicate reimage artist work.</p> <p>Moulding and sculpting- animals</p>	<p>Wassily Kandisky – replicate reimage artist work.</p> <p>Craft and collage in style of Wassily Kindisky. .</p>

R.E.	<p>What do Christians believe God is like?</p> <p>Why is Jesus so important to Christians?</p> <p>What events are Christians remembering when they celebrate Christmas?</p> <p>Pupils find out and respond to questions about how people with different religions and worldviews celebrate the fruitfulness of the Earth (Harvest festivals, generosity to those in needs).</p>	<p>Choose a story from Old Testament (Joseph, David and Goliath, Jonah and the Whale) and display in pictures.</p> <p>What is the good news that Jesus brings?</p> <p>If you met Jesus, how would you describe him?</p> <p>If Jesus came to South Mimms, where would he visit? Why? What about in London?</p> <p>Was it fair that Jesus died on the cross?</p> <p>How are different Christian crosses represented in different countries across the world?</p>	<p>Who made the world?</p> <p>Does everyone share the same belief about how the world began?</p> <p>How can our beliefs affect how we behave?</p> <p>What do faith stories tell us about the way people should look after each other and the world?</p> <p>Create a recipe for everyone living happily together.</p> <p>How do Christians show that they are thankful for that they have?</p> <p>How do different religions say thank you to God?</p>
Spanish	<p>Greetings</p> <p>Numbers</p>	Nursery Rhymes	Colours
Music	Musicianship skills (Herts Music Service)	Introducing tempo and dynamics Combining pulse, rhythm and pitch	Having fun with improvisation Explore sound and create a story
Games/P.E.	<p>Fundamental</p> <p>Dance</p>	<p>Ball Skills</p> <p>Fitness</p>	<p>Athletics</p> <p>Gymnastics</p>
PSHE- Jigsaw	<p>Being Me in My World</p> <p>Celebrating Difference</p>	<p>Dreams & Goals</p> <p>Healthy Me</p>	<p>Relationships</p> <p>Changing Me</p>
Trips/Workshops	Trip to London Zoo		

