



Class 2 - Curriculum Overview



Subject	Autumn	Spring	Summer
Literacy	<p>Frog and the Stranger by Max Velthuis Describe a scene, alternative version of the story</p> <p>How to make friends with a ghost by Rebecca Green Character profile, instructions, descriptive piece</p> <p>Tiger in a tropical storm by Henri Rousseau and Augustus and his smile by Catherine Rayner Sentences, developing subordination, personal expression, story</p> <p>Rapunzel by Bethan Woolvin and Rapunzel by Ladybird Well-loved Tales Personal recount, diary</p> <p>Various list poems incl by Christina Rossetti, Alan Ahlberg and John Lyons</p> <p>Poems aloud by Joseph Coelho</p>	<p>What? Where? Why? Questions and Answers about Nature by Kingfisher/Macmillan Publishers DK Find out! Sharks by Sarah Fowler</p> <p>Super Joe does not need cuddles by Michael Catchpool</p> <p>Last Stop on Market Street by Matt de la Pena Speech / thought bubbles, descriptive passages, free-form poem, collaborative story</p>	<p>Julian is a mermaid by Jessica Love</p> <p>Monsters: Owner's Guide by Jonathan Emmett</p> <p>How to catch a star by Oliver Jeffers</p> <p>15 things not to do with a puppy by Margaret McAllister</p>

Maths	Positional Language and Sequencing Subitising – Leading to More and Fewer Number Magnitude, Estimation and Comparison Place Value – Making Ten(s) and Some More Time- Estimating, Sequencing and Comparing Additive Reasoning – the Understanding and Language of Operations Part Whole Equality and Comparison Measures – Length, Height and Mass	Geometry Regrouping to Add and Subtract Strategy Choices for Addition and Subtraction Problem Solving with Addition and Subtraction Double and Halving Multiplication – Counting, Multiples, Repeat Addition, Number of Groups, Group Size and Product Division – Sharing and Grouping Problem Solving with Multiplication and Division	Money Fractions Problem Solving – All Four Operations Time – Turns and Telling the Time Time – Drawing the Hands on a Clock and Intervals of Time Measures and Reading Scales Statistics Geometry Place Value with Larger Numbers Calculation Review
Science	PEOPLE AND THEIR PETS Animals including humans and Animals including humans: focus on pets WEATHER ART Seasonal changes	BRILLIANT BUILDERS Everyday materials and Uses of everyday materials: focus on comparing materials ART AND NATURE Plants: focus on parts of flowering plants and trees	EXPLORING CHANGES Everyday materials and Uses of everyday materials: focus on change HABITATS AND HOMES Living things and their habitats: focus on habitats
History/Geography	History: Mary Seacole Geography: Map Makers Local Environment – Fieldwork	History: Famous Queens- Victoria and Elizabeth Geography: Continent Study – Antarctica This enquiry introduces young geographers to the concept of	History: Significant historical events, people and places in their own locality Geography: Let's go on Safari: Kenya Human and Physical geography

	<p>Focus – Simple field work using observational skills to study geography of the school</p> <p>Children to learn all about maps and the geography of their surrounding area. They will find out why we use maps and how to read them, as well as having the opportunity to draw their own maps and plan perspectives</p>	<p>biomes and natural regions. It enables them to understand the importance of location in relation to the Equator and poles in determining 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>Focus – To locate hot areas of the world</p> <p>Key features of Kenya- mountains, valleys, volcanoes, fields, towns, villages and cities</p>
Computing	<p>4 Weeks - Unit 1.1 Online Safety & Exploring Purple Mash</p> <p>3 Weeks - Unit 1.5 Maze Explorers (BeeBots)</p> <p>5 Weeks - Unit 2.4 Questioning</p> <p>3 Weeks Unit 2.2 Online Safety</p>	<p>5 Weeks - Unit 1.6 Animated Story Books</p> <p>3 Weeks - Unit 2.7 Making Music</p> <p>3 Weeks - Unit 1.3 Pictograms</p>	<p>4 Weeks - Unit 2.3 Spreadsheets</p> <p>4 Weeks - Unit 2.8 Presenting Ideas</p>
Art/ D.T.	Paint and Collage	Drawing	Sculpture

	<p>Refer back to Primary and secondary colours.</p> <p>Layering of tissue paper/materials</p> <p>Matisse- inspired by Matisse Pic</p> <p>Food Technology</p>	<p>Linked to Science- Animals and Humans.</p> <p>Textiles</p>	Mechanisms/Structure
R.E.	<p>What makes some people important to us?</p> <p>How do we know what is right and wrong?</p>	<p>What does it mean to belong to a faith community?</p> <p>Why should we care for other people?</p>	<p>Why are stories such a good way to learn?</p> <p>What is the good news Jesus brings?</p>
Music	<p>Exploring simple patterns (Charanga Model Music Curriculum)</p> <p>Focus on dynamics and tempo (Charanga Model Music Curriculum)</p>	<p>Exploring feelings through music (Charanga Model Music Curriculum)</p> <p>Inventing a musical story (Charanga Model Music Curriculum)</p>	<p>Music that makes you dance (Charanga Model Music Curriculum)</p> <p>Exploring improvisation (Charanga Model Music Curriculum)</p>
Games/P.E.	<p>Sending & Receiving</p> <p>Gymnastics</p>	<p>Net and Wall</p> <p>Dance</p>	<p>Target Games</p> <p>Yoga</p>
PSHE- Jigsaw	<p>Being me in my world</p> <p>Celebrating difference</p>	<p>Dreams and goals</p> <p>Healthy me</p>	<p>Relationships</p> <p>Changing me</p>
Trips/Workshops	Willows Farm	Kids Zania	TBC