



## Class 2 - Curriculum Overview

Subject	Autumn	Spring	Summer
<b>Literacy</b>	<ul style="list-style-type: none"> <li>-<b>Frog and the Stranger</b> by Max Velthuijs</li> <li>-<b>How to make friends with a Ghost</b> by Rebecca Green</li> <li>-<b>The puffin book of fantastic first poems</b> by June Crebbin</li> <li>-<b>Small in the City</b> by Sidney Smith</li> <li>-<b>Dragon post</b> by Emma Yarlett</li> </ul>	<ul style="list-style-type: none"> <li>-<b>Rapunzel</b> by Bethan Woollvin</li> <li>-<b>Big Blue Whale</b> by Nicola Davies and Nick Maland</li> <li>-<b>Dim Sum Palace</b> by X Fang</li> <li>-<b>The Puffin Book of fantastic first poems</b> by June Crebbin</li> </ul>	<ul style="list-style-type: none"> <li>-<b>The lost homework</b> by Richard o’Neill and Kirsti Beautyman</li> <li>-<b>How to wash a Woolly Mammoth</b> by Michelle Robinson and Kate Hindley</li> <li>-<b>Here I am</b> by Patti Kim and Sonia Sanchez</li> <li>-<b>This Rabbit Belongs to Emily Brown</b> by Cressida Cowell</li> <li>-<b>Belonging Street</b> by Mandy Coe</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>-Geometry</li> <li>-Number and Place Value</li> <li>-Measurement</li> <li>-Addition and Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>-Geometry</li> <li>-Addition and Subtraction</li> <li>-Multiplication and Division</li> </ul>	<ul style="list-style-type: none"> <li>-Measurement</li> <li>-Fractions</li> <li>-All four operations</li> <li>-Statistics</li> <li>-Geometry</li> <li>-Number and Place Value</li> </ul>
<b>Science</b>	<p>Animals including humans</p> <p><b><u>Plan Bee scheme of work:</u></b></p> <p style="text-align: center;"><b>My Body</b></p> <p>Include: Senses, different types of animals, parts of the body, study different animals and classify – CLEAPSS activities</p>	<p style="text-align: center;"><b><u>Year 1</u></b></p> <p style="text-align: center;">Everyday Materials</p> <p style="text-align: center;"><b><u>Year 2</u></b></p> <p style="text-align: center;">Uses of Everyday Materials</p> <p><b><u>Plan Bee scheme of work:</u></b></p> <p><b>Exploring everyday materials</b></p> <p>Focus on – waterproof, absorbent and investigate different umbrellas to show that both plastic and fabric ones are waterproof. What other</p>	<p style="text-align: center;"><b><u>Year 1/Year 2</u></b></p> <p>Living things and their habitats <b><u>Plan Bee scheme of work:</u></b></p> <p style="text-align: center;"><b>Identifying Plants</b></p>

		materials are waterproof? What materials are absorbent? Why? <b>Material Hunt – inside the building</b> – which is different from Cycle B which was outside the building.	
<b>History/Geography</b>	Year 1 and 2 Mixed Planning Geography Cycle A <u>Unit Name:</u> <b>‘What is it like here?’</b>  Years 1 and 2 Mixed Planning History Cycle B <u>Unit Name:</u> <b>‘How was school different in the past?’</b>	Year 1 and 2 Mixed Planning Geography Cycle A <u>Unit Name:</u> <b>‘What is the weather like in the UK?’</b>  Year 1 and 2 Mixed Planning History Cycle A <u>Unit Name:</u> <b>‘How have toys changed?’</b>	Year 1 and 2 Mixed Planning Geography Cycle A <u>Unit Name:</u> <b>‘What can you see at the coast?’</b>  Year 1 and 2 Mixed Planning History Cycle A <u>Unit Name:</u> <b>‘How did we learn to fly?’</b>
<b>Computing</b>	4 Weeks - Unit 1.1 Online Safety & Exploring Purple Mash 3 Weeks - Unit 2.5 Effective Searching  2 Weeks - Unit 1.9 Technology outside school 2 Weeks - Unit 1.2 Grouping & Sorting 3 Weeks - Unit 1.4 Lego Builders	5 Weeks - Unit 2.6 Creating Pictures  3 Weeks - Unit 1.8 Spreadsheets (Google Sheets) 3 Weeks - Unit 1.7 Coding (Part 1)	3 Weeks - Unit 1.7 Coding (Part 2) 1 Week - Unit 2.1 Coding (Part 1)  4 Weeks - Unit 2.1 Coding (Part 2)
<b>Art/ D.T.</b>	<b><u>Mixed Media &amp; Paint</u></b>  PlanBee Y1/2 Unit Colour Creation  <b><u>Drawing/Painting</u></b>	<b><u>Collage</u></b>  PlanBee Y1/2 Unit Henri Rousseau  <b><u>Textiles</u></b>	<b><u>Food Technology</u></b>  PlanBee Y1/2 Unit Seaside Snacks (Picnic)  <b><u>Mechanisms/Structures</u></b>

	PlanBee Y1/2 Unit Animal Art (Lesson 2) + African Art (Lesson 4)	PlanBee Y1/2 Unit Puppets	PlanBee Y1/2 Unit Flying Kites
<b>R.E.</b>	<p><b>What should we be thankful for?</b></p> <ol style="list-style-type: none"> <li>1. What am I thankful for, to whom, and how do I show this?</li> <li>2. a) How does Harvest Festival help Christians to show thanks to God? b) How does Sukkot help Jews to show thanks to God?</li> <li>3. Are there some things that we all should be thankful for? Why?</li> </ol> <p><b>Why is light such an important symbol?</b></p> <ol style="list-style-type: none"> <li>1. How do we feel in the dark? In the light? Why is light important?</li> <li>2. a) How do Christians use light to celebrate Advent and Christmas? Why? b) What happens at Diwali? / Hannukah?</li> <li>3. What ideas and feelings can light represent for people?</li> </ol>	<p><b>Why are home and family important to people?</b></p> <ol style="list-style-type: none"> <li>1. Why are my home and family important to me?</li> <li>2. a) What might Christian homes and families be like? b) What might Jewish homes and families be like?</li> <li>3. How are our homes and families similar or different?</li> </ol> <p><b>Why is Passover important to Jews and Easter to Christians?</b></p> <ol style="list-style-type: none"> <li>1. Are there any special celebration days or times in my life?</li> <li>2. a) What happens during Pesach and why is it important to Jews? b) What happens during Holy Week and why is it important to Christians?</li> <li>3. Why do people share celebrations? (Understanding Christianity Unit 1.5)</li> </ol>	<p><b>What do we think about how the world was made?</b></p> <ol style="list-style-type: none"> <li>1. Who made the objects important to me?</li> <li>2. a) What is the Christian (&amp; Jewish) Creation story? b) What do some other religions believe about Creation? (Light touch)</li> <li>3. Is it important to be thankful for the world? (Understanding Christianity Unit 1.2)</li> </ol> <p><b>What makes some places sacred? (Places of worship)</b></p> <ol style="list-style-type: none"> <li>1. What places are special to me?</li> <li>2. a) Where do Christians go to worship? What are churches like? b) Where else might be special to Christians? c) Where do Jews go to worship? What are synagogues like?</li> <li>3. What makes places of worship special to people?</li> </ol>
<b>Music</b>	<p><b>Singing Games 1</b> From HMS' Sing Sing Sing Book 1 Helping children find &amp; develop their singing voice.</p> <p><b>Light &amp; Night</b></p>	<p><b>Weather</b> pitch matching for accurate singing, exploring timbres for rain etc, composing a rainstorm with clear control over dynamics, using graphic &amp; traditional notation to reinforce &amp;</p>	<p><b>The Sea</b> This unit follows a musical story with lots of opportunities for singing, playing, composing &amp; listening to music. Follow BBC Primary Music KS1 Unit 'Sun, Sea and Song!'</p>

	<p>Chanting words to a beat &amp; adding a simple accompaniment. Exploring graphics to represent sounds to be created, simple songs with limited pitch range &amp; winter themed clap along animated scores for some fun.</p> <p style="text-align: center;"><b>Nativity</b></p>	<p>develop rhythm notation. Listening to recorded music &amp; responding to it.</p> <p style="text-align: center;"><b>Toys</b></p> <p>moving to music, feeling the beat, exploring voices and learning simple word rhythms to say/clap and play all the while developing their musicianship, accuracy and fluency.</p>	<p style="text-align: center;"><b>Body Percussion 1</b></p> <p>Using animated real time videos to develop moving/clapping &amp; playing to the beat &amp; simple rhythm notation</p>
<b>Games/P.E.</b>	<p>Fundamental</p> <p>Invasion Games</p>	<p>Ball Skills</p> <p>Net and Wall</p>	<p>Athletics</p> <p>Target Games</p>
<b>PSHE- Jigsaw</b>	<p>Being Me in My World</p> <p>Celebrating Difference</p>	<p>Dreams &amp; Goals</p> <p>Healthy Me</p>	<p>Relationships</p> <p>Changing Me</p>
<b>Trips/Workshops</b>	TBC	TBC	TBC