

EDWALTON PRIMARY SCHOOL CURRICULUM OVERVIEW 2016-17

YEAR 2

MRS DAVIS AND MISS FLAHERTY

	Autumn 1 London	Autumn 2 Fire and Ice	Spring 1 "If you can dream it, you can do it" (Walt Disney)	Spring 2 "If you can dream it, you can do it" (Walt Disney)	Summer 1 Australia	Summer 2 Home sweet home OR WHOLE SCHOOL TOPIC
English	The Queen's Hat and The Queen's Knickers Katie in London Paddington The Great Fire of London	Bonfire Night and firework poems, Guy Fawkes How Rabbit Stole the Fire Lost and Found Christmas adverts Christmas play	Imaginary Worlds: Charlie and the Chocolate Factory World of Food	Imaginary Worlds: Leon and the Place Between Alice in Wonderland Other imaginary settings.	<ul style="list-style-type: none"> - Koala Lou - Possum Magic - Wombat goes Walkabout - Diary of a Wombat - Wombat Stew 	<ul style="list-style-type: none"> - Robin Hood - History of lace - Famous athletes - Torvil and Dean - Nottingham Castle and Caves
Science	USE OF EVERYDAY MATERIALS ♣ 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.	WORKING SCIENTIFICALLY asking simple questions and recognising that they can be answered in different ways ♣ observing closely, using simple equipment ♣ performing simple tests ♣ identifying and classifying ♣ using their observations and ideas to suggest answers to questions ♣ gathering and recording data to help in answering questions.	LIVING THINGS AND THEIR HABITATS- (adaptations) Pupils should be taught to: ♣ explore and compare the differences between things that are living, dead, and things that have never been alive ♣ 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. JAN – Big School Birdwatch	LIVING THINGS AND THEIR HABITATS (lifecycles/micro-Habitats/food chains) 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.	ANIMALS INCLUDING HUMANS – (classifications and healthy humans) Pupils should be taught to: ♣ 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 May 16 th – National Smile Month	PLANTS Pupils should be taught to: ♣ observe and describe how seeds and bulbs grow into mature plants ♣ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy June 1 st – June 7 th – Healthy eating week.
Geography	Geographical skills and fieldwork - use world maps, atlases and globes to identify the United	Human and physical geography - identify seasonal and daily weather patterns, the location of	Geographical skills and fieldwork Looking at locations of where the inspirational people are/were from.	Geographical skills and fieldwork Looking at locations of where the inspirational people are/were from. Creating a simple map; and	Locational knowledge - name and locate the world's seven continents and five oceans Place knowledge	Maps Geographical skills and fieldwork - use simple compass directions (North, South, East and

EDWALTON PRIMARY SCHOOL CURRICULUM OVERVIEW 2016-17

YEAR 2

MRS DAVIS AND MISS FLAHERTY

	<p>Kingdom and its countries</p> <ul style="list-style-type: none"> - Finding London landmarks on a map: simple map; and use and construct basic symbols in a key - Using 'Google Earth' to explore London and its landmarks. 	<p>hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <ul style="list-style-type: none"> - 		<p>use and construct basic symbols in a key</p>	<ul style="list-style-type: none"> - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and Physical Geography use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <ul style="list-style-type: none"> - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - 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
History	<p>Changes within living memory: The Royal Family and celebrations</p> <p>Events beyond living memory that are significant nationally or globally: The Great Fire of London</p>	<p>Events beyond living memory that are significant nationally or globally: Guy Fawkes, Queen Victoria/ Prince Albert (history of Christmas)</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Space travel - Neil</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Health- Mary Seacole,</p>	<p>(GEOGRAPHY FOCUS)</p>	<p>Significant historical events, people and places in own locality</p> <p>History of Nottingham-castle and caves</p> <p>History of famous people in Nottingham – Robin Hood</p>

EDWALTON PRIMARY SCHOOL CURRICULUM OVERVIEW 2016-17

YEAR 2

MRS DAVIS AND MISS FLAHERTY

			<p>Armstrong, Tim Peak, Felix Baumgartner</p> <p>Equality- Martin Luther King, Nelson Mandela</p> <p>The arts- Roald Dahl</p> <p>Technology – Tim Berners- Lee, Bill Gates</p>	<p>Florence Nightingale</p> <p>Art- Lowry and Rousseau</p> <p>Sport- Muhammad Ali, Olympians- what sportsmen/women influence us?</p> <p>Science- Stephen Hawking, Marie Curie, Jane Goodall, Thomas Eddison.</p>		
RE	<p>1.6 Believing: What do Christian and Islamic people believe about God, creation, humanity, and the natural world? (Creation Stories)</p>	<p>1.8 Christian Stories : How and why some stories are important in religion? What can we learn from them? (Jesus calms the stormy sea, Advent and the Christmas Story)</p>	<p>Islam</p> <p>1.4 Symbols In what ways are mosques important to believers?</p> <p>1.5 Leaders: What makes some people inspiring to others?</p> <p>1.8How and why some stories are important in religion? (Things associated with Islam:</p> <ul style="list-style-type: none"> - Signs and symbols - Quran - Mosque) 	<p>1.8 Christian and Islamic Stories: How and why some stories are important in religion? What can we learn from them?</p> <p>Lent and the Easter Story</p>	<p>1.8 Christian and Islamic Stories: How and why some stories are important in religion? What can we learn from them?</p> <p>Muslim festival of Ramadan</p>	<p>1.7 What does it mean to belong? What is it like to belong to the Christian religion in Nottinghamshire today?</p>
SMSC	<p>Getting to know you</p> <p>Classroom rules</p> <p>What is kindness?</p> <p>Problem solving and dealing with conflict.</p>	<p>I can make someone feel good by giving them a compliment (Bucket-Fillers)</p> <p>“Go Givers”</p> <p>I won’t be made to feel bad – anti-</p>	<p>Whole school topic: Wider world “Go-Givers”</p> <p>Refugees- the stranger.</p> <ul style="list-style-type: none"> - To recognise what they like and dislike, what is fair and unfair, and what is right 	<p>Whole school topic: Wider world “Go-Givers”</p> <p>To give is to receive.</p> <ul style="list-style-type: none"> - To realise that money comes from different sources and can be used for 	<p>Whole school topic: Health and Wellbeing “Go-Givers”</p> <p>Get Better Soon</p> <ul style="list-style-type: none"> - That all household products, including medicines, can be 	<p>Whole school topic: Health and Wellbeing “Go-Givers”</p> <p>Who’s afraid?</p> <ul style="list-style-type: none"> - To recognise, name and deal with their feelings in a positive way (1c) - To think about

EDWALTON PRIMARY SCHOOL CURRICULUM OVERVIEW 2016-17

YEAR 2 MRS DAVIS AND MISS FLAHERTY

		<p>bullying week.</p> <ul style="list-style-type: none"> - To recognise, name and deal with their feelings in a positive way (1c) - To think about themselves, learn from their experiences and recognise what they are good at (1d) 	<ul style="list-style-type: none"> - and wrong (1a) To realise that people and other living things have needs, and that they have responsibilities to meet them (2e) - To recognise how their behaviour affects other people (4a) - To identify and respect the differences and similarities between people (4c) <p>Africa.</p> <ul style="list-style-type: none"> - To identify and respect the differences and similarities between people - Take part in discussions <p>Vote for Go Givers.</p> <ul style="list-style-type: none"> - share their opinions on things that matter to them and explain their views (1c) - take part in a simple debate about topical issues (2b) - recognise choices they can make, and recognise the difference between right and wrong (2c) 	<ul style="list-style-type: none"> - different purposes (2i) <p>The golden statue.</p> <ul style="list-style-type: none"> - To know that the generosity with which we give is more important than how much we give. - To know that money comes from different sources and can be used for different purposes (2i) <p>Saving energy.</p> <ul style="list-style-type: none"> - To take part in a simple debate about topical issues (2b) - To realise that people and other living things have needs, and that they have responsibilities to meet them (2e) - To know what improves and harms their local, natural and built environments, and about some of the ways people look after them (2g) 	<ul style="list-style-type: none"> - harmful if not used properly (3f) - That family and friends should care for each other (4d) - How to make simple choices that improve their health and well-being (3a) <p>Chicken Soup</p> <ul style="list-style-type: none"> - To realise that people and other living things have needs, and that they have responsibilities to meet them (2e) - To know that family and friends should care for one another (4d) - To know how to make simple choices that improve their health and well-being (3a) <p>Mum doesn't live here anymore</p> <ul style="list-style-type: none"> - To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships (4c) - To consider social and moral dilemmas that they come across in life (5g) - To prepare for 	<p>themselves, learn from their experiences and recognise what they are good at (1d)</p> <p>Anna's monster lies</p> <ul style="list-style-type: none"> - recognise what they like and dislike, what is fair and unfair, and what is right and wrong - recognise, name and deal with their feelings in a positive way (1c) - how to set simple goals.(1e) <p>Bouncing back</p> <ul style="list-style-type: none"> - To recognise, name and deal with their feelings in a positive way (1c) - To think about themselves, learn from their experiences and recognise what they are good at (1d) - To learn how to set simple goals (1e)
--	--	---	---	---	---	--

EDWALTON PRIMARY SCHOOL CURRICULUM OVERVIEW 2016-17

YEAR 2

MRS DAVIS AND MISS FLAHERTY

					change (5i)	
PE	Indoor games and team building skills	Ball skills	Multi-skills (agility, balance and coordination)		Outdoor games	Outdoor team games