# Year 2 Curriculum Overview – 2017-18

| | **Autumn 1**<br>**Time Travel**<br><br>**Sept 7th – Oct 20th**<br>**(INSET – Friday 6th Oct)**<br>**(6 weeks)** | **Autumn 2**<br>**Time Travel**<br><br>**October 30th – December 22nd**<br>**(8 weeks)** | **Spring 1**<br>**- Animals**<br><br>**January 8th – February 16th**<br>**(6 weeks)** | **Spring 2**<br>**- Animals**<br><br>**INSET – 26th Feb**<br>**27th February – 29th March (5 weeks- with 1 INSET and 1 bank holiday)** | **Summer 1**<br>**- What if…?**<br><br>**16th April - 25th May (6 weeks)** | **Summer 2**<br>**- What if…?**<br><br>**4th June – 25th July**<br>**(INSET 6th July)**<br>**(7 ½ weeks)** |
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| **English Texts/themes:** | - The Great Fire of London<br>- Neil Armstrong<br>- Florence Nightingale<br>- Dinosaurs (Dear Dinosaur, Dinosaurs love Underpants)<br>- Explorers<br>- (Christopher Columbus/Edmund Hilary) | - Bonfire Night and firework poems, Guy Fawkes<br>- Remembrance day and World War 1 and 2<br>- Robin Hood<br>- Ice Age (How to wash a woolly mammoth.) | Fantastic Mr Fox<br><br>The Owl who was Afraid of the Dark<br><br>The Hodgeheg | Meerkat Mail<br><br>Lost and Found<br><br>Dougal's Deep-Sea Diary | What if monsters were real?<br>- Jabberwocky<br>- Not Now Bernard!<br>- Dragons (The Egg. Tell me a Dragon. Dragon Machine. Pie Corbett poems)<br>What if the world were made of food?<br>- World of Food<br>- Charlie and the Chocolate Factory | What if magic was real?<br>- Harry Potter<br>- Leon and the Place Between<br><br>What if toys came to life?<br>- The Day the Crayons Quit<br>- Traction Man<br><br>What if we were flat?<br>- Flat Stanley |
| **Science**<br>**asking simple questions and recognising that they can be answered in different ways**<br>**observing closely, using simple equipment**<br>**performing simple tests**<br>**identifying and classifying**<br>**using their observations and ideas to suggest answers to questions**<br>**gathering and recording data to help in answering questions.** | ***Plants***<br>observe and describe how seeds and bulbs grow into mature plants<br>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | ***Plants***<br>observe and describe how seeds and bulbs grow into mature plants<br>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | ***Animals, Including Humans***<br>notice that animals, including humans, have offspring which grow into adults<br>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)<br>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | ***Living Things & Their Habitats***<br>explore and compare the differences between things that are living, dead, and things that have never been alive<br>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<br>identify and name a variety of plants and animals in their habitats, including micro-habitats<br>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. | ***Uses of Everyday Materials***<br>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses<br>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | ***Uses of Everyday Materials***<br>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses<br>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. |
| **Geography and History** | events beyond living memory that are significant nationally or globally (Great Fire of London)<br><br>the lives of significant individuals in the past who have contributed to national and international achievements. (Florence Nightingale and Neil Armstrong) | changes within living memory. (WW2)<br><br>compare aspects of life in different periods (WW2)<br><br>significant historical events, people and places in their own locality (Robin Hood)<br><br>events beyond living memory that are significant nationally or globally (Guy Fawkes and the Gunpowder Plot) | identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (link weather/climate to animal habitats)<br>name and locate the world's seven continents and five oceans (where do animals live?)<br><br>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. (create a map of our school farm to show the animals that live there) | 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 (compare Nottingham to an area where an animal is from) | key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (maps of where dinosaurs lived)<br>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (maps of London during the Great Fire)<br>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (looking at London as a capital city)<br>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage<br>use simple compass directions (North, South, East and 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 (looking at maps to study the explorers routes)<br>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (aerial photos of London during the Great Fire) | key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (look at maps from WW1/2) (maps of London during the Gunpowder Plot)<br>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (locating places affected by war, locating Nottingham and Sherwood Forest)<br>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (aerial maps of Nottingham)<br>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (Poles – Ice Age) |

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| **RE** | **Religion:** Christianity<br>**Theme:** What did Jesus teach?<br>**Key Question:** Is it possible to be kind to everyone all of the time? | **Religion:** Christianity<br>**Theme:** Christmas- Jesus as a gift from God<br>**Key Question:** Why did God give Jesus to the world? | **Religion:** Islam<br>**Theme:** Prayer at home<br>**Key Question:** Does praying at regular intervals during the day help a Muslim in his/her everyday life? | **Religion:** Christianity<br>**Theme:** Easter - resurrection<br>**Key Question:** How important is it to Christians that Jesus came back to life after his crucifixion? | **Religion:** Islam<br>**Theme:** Community and belonging<br>**Key Question:** Does going to the Mosque give Muslims a sense of belonging? | **Religion:** Islam<br>**Theme:** Hajj<br>**Key Question:** Does completing Hajj make a person a better Muslim? |
| **PSHE/SMSC** | Whole school topic: "Relationships" | Whole school topic: "Relationships" | Whole school topic: Wider world "Go-Givers" | Whole school topic: Wider world "Go-Givers"<br>- | Whole school topic: Health and Wellbeing "Go-Givers"<br>- | Whole school topic: Health and Wellbeing "Go-Givers"<br>- |
| **Computing** | use technology purposefully to create, organise, store, manipulate and retrieve digital content | understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions | create and debug simple programs | use logical reasoning to predict the behaviour of simple programs | recognise common uses of information technology beyond school | use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. |
| **Art/DT** | DT *Technical Knowledge*<br>build structures, exploring how they can be made stronger, stiffer and more stable<br>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products (building houses from the Great Fire of London. Moving pictures - Sliders – boats crossing the River Thames- wheels – fire engines) | *DT - Technical Knowledge*<br>build structures, exploring how they can be made stronger, stiffer and more stable<br>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. (design a wind up mechanism for Robin Hood to get down from the trees) (sliders – war planes) | DT –<br>Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]<br>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics (Make an animal habitat) | *DT*<br>*Design*<br>design purposeful, functional, appealing products for themselves and other users based on design criteria<br>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology (design a boat for Lost and Found)<br>*Evaluate*<br>explore and evaluate a range of existing products<br>evaluate their ideas and products against design criteria<br>(evaluate boat) | DT – *Cooking & Nutrition*<br>use the basic principles of a healthy and varied diet to prepare dishes<br>understand where food comes from. (World of Food) | DT – design and make costumes for Traction Man |