

Year 2 Curriculum Overview

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Primary focus	Science/Art	History/ DT (design)	History	Science/PSHE	Science	Geography/RE
Secondary focus	DT (food)/PSHE	Art	PSHE	Geography/Computing (beebots)	Art (pattern/print)	Computing (Microsoft)/music
The BIG question:	Which is the best material to make a?	Why was it called the great fire?	Who is important in Bristol's past?	How do I stay healthy?	What do I need to survive?	Where in the world would I like to adventure?
Wow moments	Making potions using extracts from George's marvellous medicine.	Fire brigade visit	Day of who is important to us Visits from different people with different jobs Anna Keen (AC & local councillor)	Ladybird Lava hatching OR Make a wormery Healthy living day – eating, drinking, exercise & wellbeing (relaxation)	Planting seeds	Class international day – food, clothes, maps. A day of culture with food tasting, traditions and festivals. Listen to music, watch traditional dances and learn some simple phrases.
Trips		Red Wood Lodge	Matthew (Cohort)	Visit a leisure centre – swimming, fitness class	Visit to the Wild place.	
Bristol links	Our school and our class – who are we as a team?	Tudor houses	Brilliant Bristolians (John Cabot/Princess Campbell).		Wild place in Bristol.	Parents come in
Celebration	Parent taster session (fruit kebabs/smoothies)	Exhibition of houses before they burn	Assembly of Bristolians and our dreams and goals	Mindfulness/yoga session for parents	Art exhibition/display	Display of learning - continents
Key texts	Georges marvellous Medicine. Beware of the boys! The Friendship potion.	Toby and the great fire of London. Vlad and the great fire Samuel Peeps Diary entry. Literacy Shed –La Luna & walk through pudding lane.	Literacy stand alone – Fairy tales and alternative tales. Hansel and Gretel. The Tin forest. Non fiction Bob the man on the moon	Commotion in the ocean. The diary of Dougal the deep sea diver.	How to hide a lion Wolves Growing good	The great explorer. Lost and Found. Emily Browne and the thing.
Science	Everyday Materials distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple			Animals (including humans) Notice that animals including humans have off spring that grow in to adults Find out about the basic needs of animals for survival – water, food and air	Living things and their habitats Observe and describe how seeds and bulbs grow in to mature plants Find out about and describe how plants need water, light and a suitable temperature to grow and stay healthy.	

	<p>physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Asking simple questions and recognising they can be answered in different ways.</p> <p>Observe closely using simple equipment.</p> <p>Performing simple tests</p> <p>Gathering and recording data</p>			<p>Describe the importance for humans of exercise, eating the right amount of the right type of foods and hygiene. Identifying and classifying.</p>	<p>Explore and compare the difference between things that are living, dead and things that have never been alive.</p> <p>Identify that most living things live in habitats that are suited and describe how different habitats provide for the basic need of different kinds of animals and plants and how they depend on each other.</p> <p>Use observations and ideas to suggest answers to questions.</p>	
History		<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong,</p>			

		<p>events commemorated through festivals or anniversaries]</p> <p>Be able to use a chorological framework.</p> <p>Be able to compare similarities and differences in ways of life in different periods.</p> <p>Understand some of the ways we find out about the past.</p>	<p>William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)</p> <p>Significant historical events, people and places in their own locality (Princess Cambell & John Cabot)</p> <p>Understand key features of events.</p>			
Geography				<p>Geographical skills and fieldwork</p> <p>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</p> <p>Devise a simple map and use and construct simple symbols in a key</p> <p>Describe the locational features and routes on a map</p>	<p>Locational knowledge</p> <p>Study the physical geography in a small area in a non-European country – African safari.</p>	<p>Geographical skills and fieldwork</p> <p>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</p> <p>Locational knowledge</p> <p>name and locate the world's seven continents and five oceans</p>
DT	<p>Food DT</p> <p>Think of ideas and plan what to do next</p> <p>Explain what I am making and why my audience will like it</p> <p>Describe what went well with my work</p>	<p>Select from a wide range of components based on a criteria</p> <p>Design purposeful and functional product for themselves (houses)</p> <p>Build structures, exploring</p>				<p>Explore and use mechanisms in their products</p>

		<p>how they can be made stronger, stiffer and more stable</p> <p>Select from a range of tools & equipment to complete practical tasks</p> <p>Evaluate their own product against a set criteria</p>				
Art	<p>Develop an awareness of how much colour there is in the environment</p> <p>Mix some colours independently and know which colours are complimentary</p> <p>Discuss why artists have chosen certain colours and copy their work (Pastiche of Joan Miro)</p>	<p>Make solid 3d shapes and use them in my junk modelling, discussing the shapes I am using</p> <p>Make 3d models and figures in relation to each other</p>	<p>Use 2d shape to make designs and abstract design, discussing the shapes I am using (Patrick Heron)</p> <p>Work in 2d and begin to look at how figures relate to each other in position e.g. in front, behind, things that cannot be seen (Henri Rousseau) (Pietre Breugal)</p>	<p>Make piece of work with just one colour using the vocabulary of hue and tint (Mark Rothko)</p> <p>Make copies of black and white drawing that show strong tonal contrast (charcoal, ink, pastels and trace over original)</p> <p>Create patterns with line through repetition overlapping direction and rhythm (hatching, cross hatching and squircling)</p>	<p>Look at symmetrical patterns in nature (Folding prints)</p> <p>Create rubbings from natural and manmade forms and use them to create patterns I can print repeatedly adding colour and developing complexity (Potato prints)</p>	<p>Use paint with textured qualities or use a scratch and mark medium to create textured qualities (clay, thick paint) (Jackson Pollock)</p> <p>Use words like hard, soft, smooth, rough and scratchy</p>
Music	Start with Singing -Pitch – Chronology	Winter Concert 'Start with Singing' -Pitch – Chronology	'Air' - The Inter-related Dimensions of Music	'Air' - The Inter-related Dimensions of Music	Learning an Instrument – Recorder	Summer Showcase / Animal Rhythms Pulse and Rhythm
Computing	<p>Introduction to ProBots, program more complex sequences.</p> <p>Continue to use digital cameras and MS Paint.</p> <p>E-Safety KS1 Lesson 1</p>					
Computing	<p>Present findings by Joan Miró.</p> <p>Title using WordArt</p> <p>Insert pictures</p> <p>Add textbox to type the children's likes and dislikes</p>		<p>Present research findings on famous person using PowerPoint or word.</p> <p>Title using WordArt</p> <p>Insert pictures</p> <p>Add textboxes to insert text on their findings</p>			<p>Copy and paste/insert diagram of weather</p> <p>Add labels and text boxes to write the weather report</p> <p>Use diagram as a backdrop and act out the weather report filming it.</p>
R.E.	<p>Unit 5 -How do we celebrate our journey through life?</p> <p>Festival: Christmas</p>		<p>Unit 6 -How should we live our lives?</p>		<p>Why is our world special?</p> <p>Festival :Eid (Islam)</p>	

PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
French	Portraits		Les quatre amis (Four friends)		Ca pousse! (Growing things)	
Real PE	Unit 1 – Personal	Unit 2 - Social	Unit 3 – Cognitive	Unit 4 – Creative	Unit 5 – Physical	Unit 6 – Health and Fitness