

Y2 Overview Curriculum 2018 - 2019

Year Group: 2	Autumn 1 8 weeks 2 nd Sept to 24 th Oct	Autumn 2 7 weeks 4 th Nov to 20 th Dec	Spring 1 6 weeks 6 th Jan to 14 th Feb	Spring 2 5 Weeks 24 th Feb – 27 th March	Summer 1 6 weeks 14 th Apr to 22 nd May	Summer 2 7 weeks +2days 1 st Jun to 21 st July
Real Projects	Fractured Fairy tales 	Plague, Potions and Pudding Lane 	Walk on the Wild Side! 	Living the good life! 	Viva la Mexico! 	Capture the Castle! 
Hook	Celebration – Y2 puppet show afternoon. Meersbrook Park placing fairy doors and storytelling. – authorised by beg of year permission slip Author visit & workshop by Bethan Woolvin (October time)	Grimm & Co – TBC Visit to Evam – costing to be confirmed, Thursday 24 th Oct	Butterfly house trip - cost to be confirmed approx. £13 per child Friday 10 th January	Hallam Medical Students free talks about medical techniques – TBC Florence Nightingale experience 2 nd and 3 rd March	Cinco de Mayo Day in school, with food and celebration of Mexican culture- Tuesday 20 th May	Trip to Conisbrough Castle - Mon 15 th June 2020 cost to be confirmed approx. £11 per child
Writing	Roald Dahl Week: Write <u>Revolting Rhymes</u> Write <u>narratives</u> with alternative endings to Traditional fairy Tales. Write a <u>non-chronological</u> report about how to catch a Wolf or Troll.	Write diaries as characters of the Great Fire of London. Write a <u>letter</u> to King James pleading for help on how to save London from burning. Create a set of <u>instructions</u> for a making a potion to cure the plague.	<u>Diary</u> entries from the island. <u>Letters</u> from Grandads Island. Create a fact file about animals and their habitats.	<u>Recount</u> : dairy of Florence Nightingale or Mary Seacole Write a <u>nonfiction text</u> about the life of Florence Nightingale and Mary Seacole.	Write our own <u>narrative</u> inspired by stories from other cultures. Write about an alien crash landing we discovered. <u>Non-chronological</u> poster, notices for celebration	Write <u>newspaper reports</u> about a dragon eggs discovery in the school. Write our own <u>descriptions</u> of a mythical dragon.
Spelling	Weekly Y2 statutory spelling patterns <ul style="list-style-type: none"> Long and short vowel sounds The sounds /f/, /s/, /l/, /k/ and /z/ spelt 'ff', 'ss', 'll', 'zz' and 'ck' The sound spelt n before k 'nk' and 'ng' The sound /ch/ spelt –'tch' The sound 'v' and /v/ sound at the end of words spelt with 've' The trigraph igh The sound /k/ spelt with 'k' 	Weekly Y2 statutory spelling patterns <ul style="list-style-type: none"> The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e' The vowel digraph 'oo' The sounds/oo/ and/yoo/ spelt with 'ue' 'ew' Words ending with the sound /e/ spelt with 'y' New consonant spelling 'ph' and 'wh' ie (/i:/) ea – short e 	Weekly Y2 statutory spelling patterns <ul style="list-style-type: none"> The sounds /n/ spelt 'kn' and 'gn' The sounds /r/ spelt 'wr' The sound /s/ spelt 'c' The sound /j/ spelt with '-dge' and '-ge' at the end of words The sound /j/ often spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u The sound /l/ spelt with '-le' 	Weekly Y2 statutory spelling patterns <ul style="list-style-type: none"> The sound /l/ spelt with '-el' The sound /l/ spelt with '-il' and '-al' The sound /igh/ spelt with '-y' The sound /or/ spelt 'a' before l or ll The sound /u/ spelt with 'o' 	Weekly Y2 statutory spelling patterns <ul style="list-style-type: none"> The sound /ee/ spelt with '-ey' The /o/ sound spelt with 'a' after w and qu The stressed/er/ spelt with 'or' after w and the sound /or/ spelt 'ar' after w The sound /zh/ spelt 's' -tion 	Weekly Y2 statutory spelling patterns <ul style="list-style-type: none"> Adding -es to nouns ending in y. -ing to words ending in y -er, -ed, -est to words ending in y. Suffixes to words ending in e. Double consonant rules for suffixes -less and ly -ment and -ness
Reading	Revolting Rhymes by Roald Dahl. The Frog Prince continued by Jon Scieszka Little Red & Rapunzel by Bethan Woolvin	To read non-fiction texts about the Great Fire of London. Read diary extracts Vlad and the Great Fire of London by Kate Cunningham & Samuel Pepys diary. George's Marvellous Medicine by Roald Dahl – story by well-known author	Grandad's Island by Benji Davies A First Book of Animals by Nicola Davies - poetry	Non-fiction texts about the lives of Florence Nightingale and Mary Seacole. Diary extracts. It Starts With a Seed by Laura Knowles & Jennie Webber – factual story Ten Seeds by Ruth Brown – plant life cycles	The Rabbit and the Coyote by Tony Johnston Beegu by Alexis Deacon The Great Kapok Tree by Lynne Cherry – story focusing on conservation	Tell me a dragon by Jackie Morris The Egg by M. P. Robertson Dragonology The Paper Bag Princess by Robert Munsch & Michael Martchenko – fiction with strong female hero

				Oliver's Vegetables by Vivian French and Alison Bartlett – story exploring healthy eating		
Maths	Place Value Addition Subtraction Multiplication	Division Fractions Money	Place Value Length and Height Mass, Capacity and Temperature	Properties of 2D and 3D shapes Position direction and movement	Time 4 operations and word problems	Fractions 3D shapes Word problems
Computing	<p>Unit 2.2 – How do I create a multimedia story? Communicating: Multimedia</p> <p>Retell fairy stories using Stop Animation.</p> <p>Children will Look at some examples of stop-motion animation. Discuss what stop-motion animation means. They will discuss and evaluate simple animations and explain why they think they are good.</p> <p>They will explain why they are better than a single still image to tell a story or provide information. They will create simple animations, and improve according to feedback.</p> <p>They will investigate adding music to an animation, and talk about why you would do that.</p> <p>Kahoot – app, KWL quiz, answering questions on ipads</p>	<p>1.2 - How do I use a computer as a writer? Communicating: Text and Images</p> <p>Children will identify the different forms information can take. They will find appropriate images and information from the World Wide Web. Children will create a document, using copy and paste commands. They will investigate size, positioning and placement of images – use Picture Formatting tools, e.g. Position/Text Wrapping. To present a report about the Plague or the Great Fire of London.</p>	<p>E – Safety week.</p> <p>1.2 - How do I use a computer as a writer? Communicating: Text and Images</p> <p>Children will identify some different forms information can take (text, images) and learn that information can be personal e.g. school, address. They should also learn about responsible use of technology and come up with their own guidelines for acceptable use in school. Children will explore how to create content using two forms of media (text and images) with increasing independence. They will edit, organise and store content for a given purpose, and learn to give and act on feedback. by Andrew</p> <p>Recognise common uses of information technology beyond school.</p>	<p>BeeBot mazes</p> <p>Unit 4.2 – How do I improve my algorithms? Computational Thinking + Programming A</p> <p><i>Children will learn that algorithms are a sequence of instructions to be followed by a computer to carry out a task. They will create their own algorithm to enable a Beebot to solve a maze. They will explore methods learn of debugging: identifying and correcting errors in an algorithm or program.</i></p>	<p>1.2 - How do I use a computer as a writer? Communicating: Text and Images</p> <p>Children will identify the different forms information can take. They will find appropriate images and information from the World Wide Web. Children will create a document, using copy and paste commands. They will investigate size, positioning and placement of images – use Picture Formatting tools, e.g. Position/Text Wrapping. To create posters to publish a celebration.</p>	<p>Dragon Attack!</p> <p>Unit 4.2 – How do I improve my algorithms? Computational Thinking + Programming A</p> <p><i>Children will learn that algorithms are a sequence of instructions to be followed by a computer to carry out a task. They will create their own algorithm in a card game to prevent a dragon attack, learning the importance of clear and precise instructions. They will explore methods learn of debugging: identifying and correcting errors in an algorithm or program.</i></p>
Science	<p>Materials</p> <p>Test a range of everyday materials and their suitability for protecting an egg, in the context of fairytale characters, e.g Humpty Dumpty and an egg drop.</p> <p>Fairy tale characters need our help to investigate a range of problems and hypothesis they need out Y2 scientists to help them explore.</p> <p>Investigate how shapes of materials can be changed by squashing, bending, twisting and stretching, in the context of making an appropriate sling to hold an egg.</p>	<p>Everyday Materials</p> <p>Children will look at the properties of wood and straw, paper and brick in the context of the Great Fire of London; investigation why the fire spread and what could have been done differently to prevent it.</p> <p>Investigate how materials using in house building today are different from those used in the past.</p>	<p>Living things and their habitats</p> <p>In the context of travel and using the story of Grandad's island, children will look at a range of animals, considering how they adapt to their habitats. They will consider how a variety of habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other within the food chain.</p>	<p>Plants</p> <p>Discussing what it means to be healthy and 'to live the Good Life' children will carry out a range of investigations into what a plants needs to grow healthy and strong. They will observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. They children will grow their own plants and consider how vegetables are an important</p>	<p>Materials</p> <p>In the context of creating their clay sculptures, the children will explore how clay can be sculpted using different actions and forces. They will learn how the properties of different materials enables them to be changed and what solid objects can be made by squashing, bending, twisting and stretching.</p>	<p>Living things and their habitats</p> <p>Children will learn about the importance for humans of exercise, eating the right amounts of different kinds of food and hygiene. They will consider how humans and animals are interdependent and how important animals were within the feudal system within our topic of castles and knight.</p>

				part of a balanced diet. They will recognise how important our diet is for all animals, including humans to raise healthy young.		
RE	Myself (B- RE Syllabus) 3 moral stories Christianity, Islam, Humanist. How do we know people follow religions?	Celebrations (A – RE syllabus) Revision and extension of above.	Beginning to learn about Islam (F- RE syllabus) What is it like to be a Muslim in Sheffield and compare to Christianity and own life.	Symbols (D – RE Syllabus) Visit to Mosque/ Church Look at symbols and similarities and differences.	Symbols (D – RE Syllabus) Visit to Mosque/ Church/ Synagogue if possible Why are these places important to believers?	Leaders (E- RE Syllabus) Who was Jesus and his disciples? Leaders in Islam/ Judaism/Humanist (E – RE Syllabus) Friendship
PE	Gymnastics Multi-skills	Dance Multi-skills	Gymnastics Indoor athletics	Outdoor athletics Games – uni - hoc	Outdoor athletics Games - cricket	Dance Indoor athletics
Art	We will create artwork inspired by <u>Quentin Blake</u> , using watercolour. Exploring washes and colour mixing to create different effects.	Using the Great Fire of London and the autumnal time of year as our source of inspiration, we will explore the paintings of <u>J.W.Turner</u> . Children will use colour washes and shapes to create dramatic silhouettes of London against a flaming sky.	Children will look at the work of <u>Rousseau</u> . This will be taken as a start point for creating tiger inspired work. Children will explore use of colour, pattern and shape.	Using pencils and shading techniques, children will create their own still life and observational drawings inspired by <u>Paul Cezanne</u> and the great Victorian plant collectors such as Darwin.	The children will look at the artwork of <u>Frida Kahlo</u> to inspire their own self-portraits, as well as creating clay sculptures.	At Knight School, children will create their own shield's, helmets & swords; using a range of materials creatively to design and their products. We will also look at the art work of <u>William Morris</u> and the arts and crafts movement which was inspired by medieval culture.
Design and Technology	Children will design a functional, protective package for an egg , to prevent Humpty Dumpty from cracking when he falls They will communicate their ideas in discussion and making mock-ups where appropriate. Children will decide which materials are appropriate for their design. These will be used to make the 'package/sling'. These will be cut, shaped, joined and finished using tools children have deemed suitable. Children will create their own puppets for a class puppet theatre. At the outset, they will explore and evaluate a range of existing puppets. They will then design their own fabric puppets to tell stories they have written in literacy. In order to do this they will use a range of joining techniques. At the end of the process, children will evaluate their ideas and products against design criteria.		Axles and wheels! The children will design a car to transport and free wild animals back in their natural habitats. They will build on their technical knowledge to build structures, exploring how they can be made stronger, stiffer and more stable. The children will learn technical vocabulary and how to use mechanisms [for example, wheels and axles], in their vehicles.		Mexican Food Festival! Design a recipe for a tasty and healthy burrito. Children will recognise the basic principles of a healthy and varied diet to prepare dishes. They will recognise Children will learn about where food comes from.	Under Siege! Children will design and build their own catapults using the principles of levers and catapults. They will build on their technical knowledge to build structures, exploring how they can be made stronger, stiffer and more stable and attaching levers to enable movement.
Geography		Children will look where in the United Kingdom London is	Children will build on their geographical skills using	In the context of learning about Florence Nightingale,	Children will look at	Children will use their locational knowledge to name locate and

		located. They will identify the UK's other capital cities and look at the characteristics of the capital cities of the UK. We will compare and contrast London of 1666 vs London now, and look at famous London landmarks.	world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents beyond. They will consider the impact of geography on travel and exploration through the ages.	children will learn about conditions in the Crimea and locate it on a map They look at pictures to find out about conditions in the hospital in Scutari.	Similarities & differences between the UK & Mexico, considering both the human and physical geography. In context of VE day children will look at how aerial photographs can be used to recognise landmarks. We will consider the local, national and world impact of the 2019 flyover instigated by Tony Foulds.	identify characteristics of the four countries and capital cities of the United Kingdom. In relation to our Knights and Castles, topic children will consider where castles were built and what makes a good site.
History	We will look at the life of Roald Dahl, and the literary works he created. Acknowledging how they are nationally and internationally recognised stories and have been made into films etc. 13 th Sept 2019 Roald Dahl Day	Children will look at events beyond living memory, examining the effect and national significance of both The Great Fire of London and the Plague. Children will ask and answer questions, looking to stories and other sources. They will become historical detectives and asking why events happened, why people acted the way they did and how things were significant or made a difference to society. Throughout this topic children collect and use a wider vocabulary of everyday historical words that enable them to ask and answer questions in more detail. Children should understand some of the ways in which we find out about the past, e.g. listening to and interpreting stories, primary and secondary sources. Children will explore the positive and negative effects on London of the Great Fire; consider Sir Christopher Wren and Charles II and review their achievements.	Children will explore the life and achievements in the natural world of Charles Darwin, David Attenborough and Jane Goodall. Children will consider how the lives of such individuals have contributed to national and international achievements.	Children explore the life of Florence Nightingale and Mary Seacole. They will consider changes beyond living memory, brought about by the practises and improvements made of these ladies, and the resulting changes to national life in context with of Florence Nightingale. Children will identify some reasons for her actions. They will listen to and interpret stories, and look at information available to gain a deeper understanding of the past. Children will discuss the causes of events and reasons why people did things and the changes or consequences they caused in society and in medicine and health care. Children will develop an awareness of the past identifying similarities and differences between ways of life in different periods. Considering, for example, clothes, daily routines and travel		Looking at events beyond living memory, that have been of a national and global significance, children will learn about the development the construction of castles. They will explore why and where they were built within medieval England.
PSHCE / British Values	<u>Rule of Law</u> Establishing the Carfield Code and dragon points. An appreciation that living under the rule of law protects individual	<u>Democracy</u>	<u>Individual liberty</u> Individual liberty, the freedom to make our own choices in a safe and supported environment.	<u>Good to be me</u> Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can	<u>Tolerance of those with different faiths and beliefs</u> We respect the culture and beliefs of others.	<u>Mutual respect</u> Respecting others: listening, talking in a group, turn-taking, explaining and giving opinions. What role do you play in

	<p>citizens and is essential for their wellbeing and safety We understand and respect the roles of people who help us. We understand the consequence of our actions.</p>	<p>Encouraging children to know their views count and their opinions are important. Encouraging children to see their role in the 'bigger picture', e.g. linking to part of a family, class, group, school, community etc. We listen to and respect other people's opinions and values. Rights and responsibilities: contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups Taking care of the environment: improvements and harm to local environments; ways of looking after local environments Money matters: sources of money; uses for money; spending and saving; role of money in their lives; managing money and keeping it safe; choices about spending; influences on spending choices</p>	<p>Anti-bullying, recognising what bullying is and how it takes away a person's freedom. Healthy lifestyles: Keeping our bodies healthy; likes/dislikes and choices; recognising and managing different feelings; personal hygiene Growing and changing: Change, loss and getting older; names of main body parts (including external genitalia); personal identity: likes; choices; strengths</p>	<p>contribute positively to the lives of those living and working in the locality of the school and to society more widely I can identify what I am looking forwards to in Year 2, can think about changes I would like to make and how to achieve my targets. What is my learning style? I am motivated as a learner and can recognise my strengths as a learner and use them to approach a challenge Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)</p>	<p>Recognising that sometimes people make assumptions about boys and girls and that these are just stereotypes. People don't need to follow the stereotype set out for them. People around us are similar in some ways and different in others, this is ok. Recognising bullying is sometimes about being different; I can tell how somebody who is bullied feels and know how to be kind to them. I know how to get help if I am being bullied I know how to make a friend, I recognise ways I am different to my friend and understand this makes use special. Relationships (including different types and in different settings) Valuing difference: Attributes: kindness/fairness; sharing and respecting opinions; recognising and respecting similarities and differences</p>	<p>our class? How do you look after it? How do you help others? We know that we are all special. Feelings and emotions: recognise feelings in self; special people; behaviour and how people's bodies and feelings can be hurt Healthy Relationships: secrets and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying</p>
Music	<p>Children will explore how they can use their voices expressively singing songs and speaking chants and rhymes Fairy stories told in chants and traditional nursery rhymes.</p>	<p>Children will learn tradition Christmas carols and recognise their place in our culture. They will play tuned and detuned instruments musically Children will listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Children will explore how they can use their voices expressively singing songs, learning songs from different cultures.</p>	<p>Children will explore how they can use their voices expressively singing songs learning songs about keeping healthy. Children will experiment with, create, select and combine sounds using body percussion.</p>	<p>Looking at Hispanic Music children will explore how they can use their voices expressively singing songs. They will play music to accompany recorded music Children will experiment with, create, select and combine sounds.</p>	<p>Children will learn songs linked to our Castles and Knights topic. They will listen to a range music. They will consider how popular music changes through culture and time. They will experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
Parental Engagement	<p>Wed 9th Oct Parent puppet making workshop. Thursday 24th Oct preparation for Autumn 2 topic <u>Parent workshop Thursday 17th October:</u> 9-10am English workshop 13th Sept 2019 Roald Dahl Day</p>	<p>Parents invited to see children's work Parents evening 19/21.11.19 Children in Need day TBC Christmas Jumper day and staff Panto 13th December</p>	<p>Parent Car Making Workshop Parent invited in to see <u>Rousseau</u> Tiger collage art gallery. – Thursday 13th February? STEM week- 3rd – 7th February</p>	<p><u>Dress up day</u> World Book Day 5th March <u>Parent workshop Wednesday 4th March:</u> 9-10am Maths workshop Parents evening 17 / 19.3.20 Red nose day – TBC Y1 / 2 disco – TBC</p>	<p>Celebration – Mexican Festival Tuesday 5th May <u>Dress up Day for Cinco de Mayo-</u> Tuesday 5th May VE events Thursday 7th May</p>	<p><u>Dress up day</u> Knights and princesses 5th June Sports afternoon – TBC</p>