**Year 2 curriculum overview**

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|  | **Autumn 1**  **7 weeks + 2** | **Autumn 2**  **7 weeks** | **Spring 1**  **5 weeks + 4** | **Spring 2**  **6 weeks** | **Summer 1**  **5 weeks + 2** | **Summer 2**  **6 weeks + 2** | **Continuous provision** |
| **Vision** | **Healthy Hearts** | | **Healthy Bodies** | | **Healthy Minds** | |  |
| **PSHE theme - Jigsaw** | **Being me in my world** | **Celebrating differences** | **Dreams & goals** | **Healthy me** | **Relationships** | **Changing me** |  |
| **Topic** |  |  |  |  |  |  |  |
| **CLASS NOVEL** | Oliver Jeffers- Where we are now.  The squirrels who squabbled  Range of past BBA books | George’s marvellous medicine**.**  Range of past BBA books | **BBA** | **The owl who was afraid of the dark** | The Sheep Pig | James and the Giant Peach |  |
| **WRITING** | Narrative-fantasy, diary & instructions  *Cloudy Lesson*  Narrative story writing  *Way home for Wilf ( Lancs)* | Narrative, letter & list poem  *The Day the Crayons Quit*  Narrative & recount/diary  *Mog’s Christmas* | Poetry  *Winter’s child*  Narrative, explanation & free verse poetry  *Dread Cat* | Narrative & poetry  *The Dark*  Narrative-moral, letter formal/informal  *Flat Stanley* | Narrative, recount/ journalistic, diary, poetry  *How to Hide a Lion*  Narrative  *The Tear Thief* | Fairy/traditional. Recount  *Caterpillar shoes*  Narrative  *Cottonwool Colin* | Small world story boxes  Reading area  Library slots  Daily story time |
| **GUIDED READING** | The Gunpowder Plot | Materials | Towns and Villages | Looking After Ourselves | Famous Artists | Growing Plants |  |
| **MATHS** | Place Value  Addition & Subtraction | Money  Multiplication | Division  Statistics | Shape  fractions | Length & height  Position & direction | Time  Mass  Capacity  temperature | Use daily arithmetic sessions to revise & revisit areas of maths. |
| **SCIENCE** | Living things and habitats | Everyday materials  Revisit living things and habitats |  | Revisit Y1 plants.  Plants and bulbs. | Animals including humans | Revisit plants, bulbs, animals and humans | Weekly wander/ monthly meander  Bulb & seed planting  Season & weather journal |
| **GEOGRAPHY** | Builds on UK knowledge.  Human & physical features, maps and directions |  | Comparison of small part of UK and a small part of non- European location |  |  | Map work, human and physical features, fieldwork skills | Seasonal & weather changes |
| **HISTORY** | Events beyond living memory- Fire of London |  |  |  | Significant local people, places and events | Revisit and retrieve events beyond living memory |  |
| **ART** | Human form |  | Sculpture and mixed media |  | Formal elements of art |  |  |
| **D&T** |  | Freestanding structures |  | Preparing Fruit & Veg |  | Mechanisms – wheels and axles |  |
| **COMPUTING** | Unit 2.2 Online Safety  Unit 2.1 Coding | 2.6 Creating Pictures  Unit 2.5 Effective Searching  *Creating pictures Art link – pointillism and surrealism*  *Mondrian and William Morris.* | Unit 2.3 Spreadsheets | Unit 2.4 Questioning | Unit 2.7 Making Music | Unit 2.8 Presenting Ideas  *Collecting information and presenting in different ways – links to facts about UK places.* |  |
| **RE**  How do we respond to the things that really matter? | Christianity God  Does how we treat the world matter? | Christianity Jesus  Why do Christians say that Jesus is the ‘Light of the World’? | Islam  Why do Muslims believe it is important to obey God? | Hindu Dharma  How might people express their devotion? | Christianity The Church  What unites the Christian community? | Judaism??  Sikh Dharma  Does worship help people? How might people show devotion? |  |
| **MUSIC Charanga** | Hands, feet heart. | Ho, Ho, Ho! | I wanna play in a band | Zootime | Friendship song | Reflect, rewind, replay. |  |
| **PE** | Baseline  Multi-skills  Pirate fitness | Winter dance  Jungle yoga | Gymnastics  Social dodgeball | Ball skills  Jungle dance | Kwik Cricket  Mini Muay Thai | Athletics  Tennis |  |
| **Outdoor opportunities** | **Nature walk**  **Local walk** |  |  |  |  |  |  |
| **Visits and visitors** |  |  |  |  | **Wildlife centre** |  |  |