













# CURRICIULUM OVERVIEW GRID

# YEAR 2







		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERVIEW	THEME	I need a hero! Do I belong?	Ghastly Events Why did the events occur? How did they shape London?	Twisted Fairy tales What is fairness?	Potty about plants How do things on our planet adapt and survive?	An Indian Adventure How are the places around the world different to where we live?	Make believe What is make believe?
	SUBJECT FOCUS	History/PSHE (Significant figures)	History/Geography (Historical events)	English/Science (Living things and their habitats/Materials)	Science/ Geography (Plants)	Geography	Art/DT
	CENTRAL IDEA	<b>Do I belong?</b> Children will learn about what does it mean to be a hero and how do our decisions impact others.	<b>Why did the events occur? How did they shape London?</b> Children will learn about the events beyond living memory that changed life = as we know it.	<b>What is fairness?</b> Children will look at fairy tales from two perspectives and consider morals and actions.	<b>How do things on our planet adapt and survive?</b> Children will look at what plants need to thrive and survive.	<b>How are the places around the world different to where we live?</b> Children will compare where they live to Indian.	<b>What is make believe?</b> Children will explore the world of fantasy. They will use their imaginations to create their own fantasy world.
	SCHOOL VALUE						
	ROLE MODELS	Rosa Parks	Samuel Pepys	The Grimm Brothers	Peter Beales	Priyanka Chopra	Lewis Carroll
	LEARNING MUSCLE	Reciprocity	Resourcefulness	Reflective	Resilience	Evaluate all 4Rs	Class led focus (self-identified by the children)
	TRIPS VISITORS	Superhero Workshop & WOW day! Litter picking in Waterlow Park	Central London Pudding Lane and Westminster Firemen visit	Fairy tale theatre show Fairy tale workshop	Highgate wood excursion Plants workshops Hampstead health workshop	India workshop Trip to Indian restaurant	Dragons workshop Little Angle Theatre
	KEY EVENTS	Black History Month (Oct) Ethiopian New Year's Day 11 <sup>th</sup> September Harvest Festival 27 <sup>th</sup> September Sukkot 3 <sup>rd</sup> Oct	Diwali 14 <sup>th</sup> November Anti-Bullying Week	Martin Luther King Day 18th Jan LGBTQ+ History Month (Feb) Safer Internet Day 9th Feb World Poetry Day 21st March	World Book Day 4th March Holi 29th March Easter 4th April Ramadan begins 13th April	Earth Day 22nd April Stephen Lawrence Day 22nd April VE Day 8th May	World Ocean Day 8th June Windrush Day 22nd June Mandala Day 18th July
ENGLISH	WRITING	Superhero profiles Narrative Comic strips	Diary entry Interviews Fire poetry Instructions	Character description Interview Narrative	Poetry Descriptive writing Persuasive writing	Descriptive writing Newspaper report Interviews Non-chronological order	Narrative Descriptive map writing Non-chronological order
	CORE TEXTS	Super Duper You by Sophie Henn Even Superheroes have Bad days by Shelley Becker Little People Big Dream Rosa Parks <a href="https://www.gocomics.com/calvina/ndhobbes/">https://www.gocomics.com/calvina/ndhobbes/</a>	Vlad and The Great Fire of London by Kate Cunningham and Sam Cunningham The Great Fire of London Unclassified by Nick Hunter Guy Fawkes for Kids by Andrew Thompson	The True Story of the Three Little Pigs by Jon Scieszka Hansel & Gretel By Bethan Woolvin Little Red By Bethan Woolvin	The Secret Sky Garden There's a Tiger in the Garden by Lizzy Stewart The Tiny Seed Paperback by Eric Carle	Grandma and the Great Gourd by Chitra Banerjee Where Three Oceans Meet by Rajani LaRocca T is for Taj Mahal: an India Alphabet by Varsha Bajaj and Robert Crawford	Leon and the make believe picture book by Grahame Baker Smith I am going to catch a monster by Bethan Woolvin Look up look up by Nathan Bryon
	SHARED READING	Phonics Focus Library Time	Phonics Focus Library Time	The Worries	Silas and the Marvellous Misfits	The Tindims	The Bad Guys
MATHS	MATHS THEME	Unit 1. Numbers within 100 (2 weeks) Unit 2. Addition and subtraction of 2 digit numbers Unit 3. Addition and subtraction word problems	Unit 4. Measures- Length Unit 5. Graphs Unit 6. Multiplication and division (2, 5, and 10)	Unit 7. Time Unit 8. Fractions Unit 9. Addition and subtraction of two digit numbers	Unit 10. Money Unit 11. Face, Shape and patterns; lines and turns	Unit 12. Numbers within 1000 Unit 13. Measures; capacity and volume Unit 14. Measures: Mass Unit 15. Exploring calculation strategies	Unit 15. Exploring calculation strategies Unit 16. Multiplication and division (3,4)
	MULTIPLICATION FOCUS	X1	(x1) X2	X5	(x5) x10	X0	Revision







SCIENCE & COMPUTING	SCIENCE THEME	Basic needs of animals and humans Keeping healthy	Materials (What materials are flammable?)	Living and their habitats	Plants	Plants	Living and their habitats
	WORKING SCIENTIFICALLY			Materials 	Plants 	Materials 	Materials 
	COMPUTING	Computing systems and networks 1: What is a computer?	Programming 1: Algorithms and debugging	Computing systems and networks 2: Word processing	Programming 2: Scratch Jr	Creating media: Stop Motion	Data Handling: International space station








FOUNDATION SUBJECTS	HISTORY	Significant people of the past – Rosa Parks – A real life Superhero (BHM)	Significant events beyond living memory and how these have impacted upon life today			Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		
	GEOGRAPHY	Locations, map, compass points and continents and oceans – Where has your superhero travelled to?	Fieldwork on trip to Pudding Lane and fire site, aerial photo comparisons and human features of London maps.	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.	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.	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.	Use basic geographical vocabulary to refer to: -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.	
	ART	Sculpture and mixed media (Theme: Superheroes)	Art and design skills: Oil pastels & water colours	Human form	Formal elements of Art			
	DT	Mechanisms: Flying superheroes	Structures: Buildings of London	Structures: Baby Bear's chair		Food: A balanced diet	Mechanisms: Making a moving monster	
	MUSIC	Charanga Music Programme	Charanga Music Programme	Charanga Music Programme	Charanga Music Programme	Charanga Music Programme	Charanga Music Programme	
	SPANISH	Vegetables (E)	Vegetables (E)	Musical Instruments (E)	Musical Instruments (E)	Ice Cream (E)	Ice Cream (E)	
	PSHE	Jigsaw Being me in my world	Jigsaw Celebrating difference	Jigsaw Dreams and Goals	Jigsaw Healthy Me	Jigsaw Relationships	Jigsaw Changing Me	
	RE	What can we learn from the sacred books? Christianity, Judaism, Islam	What can we learn from the sacred books? Christianity, Judaism, Islam	What makes places sacred? Hinduism and Islam	What makes places sacred? Hinduism and Islam	How should we care for others in the world, and why does it matter? Buddhism and Sikhism	How should we care for others in the world, and why does it matter? Buddhism and Sikhism	
PE	Outdoor – Team building Indoor - Gymnastics	Outdoor - Invasion Indoor - Dance	Outdoor – Sending and receiving Indoor - Fundamentals	Outdoor – Striking and fielding Indoor - Fitness	Outdoor – Ball skills Indoor – Target Games	Outdoor - Athletics Indoor - Yoga		



SYMBOL GUIDANCE

<b>ASPIRATION</b>	<b>COMPASSION</b>	<b>INDEPENDENCE</b>	<b>INNOVATION</b>	<b>RESILIENCE</b>	<b>RESPECT</b>
					

<b>SCIENTIFIC ENQUIRY SKILLS</b>		<b>COMPARATIVE AND FAIR TESTING</b>		<b>RESEARCH USING SECONDARY SOURCES</b>		<b>OBSERVATION OVER TIME</b>		<b>PATTERN SEEKING</b>		<b>IDENTIFYING, CLASSIFYING AND GROUPING</b>		<b>PROBLEM SOLVING</b>
	<i>Changing one variable to see its effect on another, whilst keeping all others the same.</i>	<i>Using secondary sources of information to answer scientific questions.</i>	<i>Observing changes that occur over a period of time ranging from minutes to months.</i>	<i>Identifying patterns and looking for relationships in enquiries where variables are difficult to control.</i>	<i>Making observations to name, sort and organise items.</i>	<i>Applying prior scientific knowledge to find answers to problems.</i>						

<b>ENQUIRY SKILLS</b>		<b>Evaluating</b>		<b>Asking question</b>		<b>Making predictions</b>		<b>Setting up tests</b>		<b>Observing and measuring</b>		<b>Recording data</b>		<b>Interpreting and communicating results</b>
	<i>Reflecting on the success of the enquiry approach and identifying further questions for enquiry.</i>	<i>Asking questions that can be answered using a scientific enquiry.</i>	<i>Using prior knowledge to suggest what will happen in an enquiry.</i>	<i>Deciding on the method and equipment to use to carry out an enquiry.</i>	<i>Using senses and measuring equipment to make observations about the enquiry.</i>	<i>Using tables, drawings and other means to note observations and measurements.</i>	<i>Using information from the data to say what you found out.</i>							

# CURRICULUM

<p style="text-align: center;"><b>GEOGRAPHY</b></p>	<p style="text-align: center;"><b>Locational Knowledge</b></p> <ol style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ol>	<p style="text-align: center;"><b>Place Knowledge</b></p> <ol style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</li> </ol>	<p style="text-align: center;"><b>Human and Physical Geography</b></p> <ol style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ol>	<p style="text-align: center;"><b>Geographical Skills and Fieldwork</b></p> <ol style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ol>
---	---	--	--	---

<p style="text-align: center;"><b>ART</b></p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>about great artists, architects and designers in history.</p>
---	--