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| Topic title | Indian Spice  | Fire! Fire!  | Frozen Planet!  | Ahoy there!  | Oh I do like to be beside the Seaside!  | Wonder Women!  |
| Wow starter | Food tasting. | Making houses. | Create a Winter scene- after watching parts of Frozen Planet. | Message in a bottle- follow clues to find different facts. | Make own lighthouse. | Learn basic first-aid (visit from nurse/paramedic) |
| Visitor/trip | | Trip to Tesco- baking bread or Fire safety talk. | Harewood house- Leeds (penguins) | Pirate workshop in school. | Trip to Whitby | Bankfield Museum. Visit from a soldier/doctor. |
| Reading into writing process | The Tiger Who Came to Tea <u>Fiction</u> : performing poems. <u>Fiction</u> : Narrative- 3 part story. <u>Non-fiction</u> : non-chronological reports linked to an Indian animal. | Tony and the Great Fire of London <u>Non-fiction</u> : Recount The Gingerbread Man <u>Fiction</u> : traditional tale- gingerbread man escapes from Pudding Lane. | Lost and Found <u>Fiction</u> : predictable & patterned language- change to we're going on a polar bear hunt. <u>Non-fiction</u> : Instructions: how to rescue a polar bear (use T4W & image of Polar Bear on the Thames). | Picture book: Journey <u>Poetry</u> : calligrams <u>Fiction</u> : traditional tales. <u>Non-fiction</u> : Recounts and Invitations. | Traction Man and the Beach Odyssey <u>Fiction</u> - narrative (own adventure on the beach) Setting descriptions. <u>Non-fiction</u> - non-chronological report about a character from the book. | Traction Man is Here! <u>Fiction</u> : familiar settings- change the setting to an adventure in school. <u>Non-fiction</u> : recount |
| Cross-curricular writing | Place description. Postcards from Africa. | Evaluation of Tudor house. Description of London then and now. All about the plague. | Postcards form a cold region. Non-chronological reports. | Non-chronological report about Columbus. Letter writing. | Postcards and letters. Recount of trip. Fact-file about Victorian seaside's. | Flipbook fact file about Florence Nightingale/Mary Seacole. |
| Guided reading book | A range of fiction and non-fiction extracts. | A range of fiction and non-fiction extracts. | The Jolly Postman by Allan Ahlberg. | Meerkat Mail by Emily Gravett. | The Lighthouse Keepers Lunch by Ronda Armitage. | The Owl Who Was Afraid of the Dark by Jill Tomlinson. |
| Class book | The Giraffe, the Pelly and Me by Roald Dahl. | Children's choice, | Stories written by Oliver Jeffers. | Hodegheg by Dink King-Smith. | Children's choice- chapter book. | Children's choice |
| Maths | Place Value. Addition & Subtraction. | Money. Multiplication. Consolidation. | Division. Statistics. Shape | Position & direction. Efficient problem solving methods. | Time. Mass, Capacity & Measure. | Fractions. Length & Height. Consolidation. |
| Cross-curricular maths | Patterns linked to art. | Telling the time- linked to ordering events of the fire. | Temperature. | Position & direction. | Telling the time. | Statistics |
| Science | | Animals including humans (a) Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). | Animals including humans Notice that animals, including humans, have offspring which grow into adults. Describe the importance for humans of exercise, eating the right amounts of different types of food, & hygiene. | Living things & their habitats (a) Explore & compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they | Living things & their habitats (b) Identify & name a variety of animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of | Use of everyday materials Identify & compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper & cardboard for particular uses. Find out how the shapes of |

Year 2 curriculum overview



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| | | Describe the importance for humans to be hygienic (discuss the plague). | | are suited & describe how different habitats provide for the basic needs of different kinds of animals & plants. | a simple food chain, and identify and name different sources of food. | solid objects made from some materials can be changed by squashing, bending, twisting and stretching. |
| Geography | <p>Locational knowledge Name, locate & identify the 4 countries & capital cities of the UK & its surrounding seas.</p> <p>Place knowledge Understand similarities & differences through studying human & physical geography of our local area and a small area in India.</p> <p>Geographical skills & fieldwork Use maps, atlases and globes to identify the UK and India.</p> | <p>Locational knowledge Locate London and know that it's the capital cities of England & what its surrounding sea is.</p> | <p>Human & physical geography Identify the location of cold areas of the world in relation to the equator & the North & South Poles. Discuss different times for seasons around the world.</p> | <p>Locational knowledge Name & locate the seven continents & five oceans- link them to Columbus' voyage.</p> <p>Human & physical geography Use geographical vocabulary to refer to: forest, hill, mountain, sea, river and ocean by exploring a habitat (Science) found on each continent.</p> <p>Geographical skills & fieldwork Use maps, atlases and globes to locate oceans & continents.</p> | <p>Human & physical geography Use geographical vocabulary to refer to: beach, cliff, coast, sea, ocean and port/harbour.</p> <p>Geographical skills & fieldwork Devise a simple map (of a seaside) and construct simple symbols for this map- showing the above language.</p> | <p>Geographical skills & fieldwork Use maps to show the journey Rosa Parks made to get from the Caribbean to Britain.</p> |
| History | | | The lives of significant individuals in the past who have contributed to national & international achievements- Scott the Explorer. | The lives of significant individuals in the past who have contributed to national & international achievements- Christopher Columbus. | The Victorian Seaside. Aspects of change in national life- what were seaside's like? Who was Queen in the Victorian times? | The lives of significant individuals in the past who have contributed to national & international achievements- Florence Nightingale and Rosa Parks |
| Art | Rangoli patterns | | | Landscape collages using a range of materials. | | Portraits- using paint of Florence Nightingale- use observational skills. |
| D & T | | Research, plan, make and evaluate a Tudor house . | Plan, design & make a healthy fruit salad (Science link) | | Sewing- design and make own hand puppet linked to Punch & Judy. | |
| Computing | E-safety | Simple animations (2Animate/2Simple) | | Coding | Using word. | Research |
| P.E | Y2 P.E scheme | Y2 P.E scheme | | Y2 P.E scheme | Y2 P.E scheme | Y2 P.E scheme |
| Music | Charanga | Charanga | | Charanga | Charanga | Charanga |