

Year 2 Curriculum Overview 2018-19

RE <i>Following 'The Way, the Truth and the Life' Scheme</i>		The Chosen People	The Mystery of God	The Good News	The Mass	Eastertide	The Church is Born
English	Text	<i>The Tunnel (Fairy Tale)</i> <i>The Final Victory</i> Genre: Traditional Tale	<i>Rainbow Bird</i> Genre: Story from another culture	<i>The Gentle Giant</i> Genre: Story from an imaginary world	<i>Flat Stanley</i> Genre: Adventure	<i>The Journey</i> Genre: Quest	<i>Seal Surfer (Michael Foreman)</i> Genre: Stories with a moral
	Non-fiction	Non-chronological reports	Instructions Explanations	Recounts	Discussion texts	Newspaper reports	Persuasive Writing
Maths <i>Following the Wandsworth Maths Themes</i>		Using place value and number facts to solve problems (4 weeks) Understanding addition and subtraction (5 weeks) Reasoning about addition and subtraction (3 weeks)		Fractions of Shapes, lengths and quantities (3 weeks) Solving problems involving multiplication and division (4 weeks) Understanding and reasoning about time (3 weeks)		Reasoning about sequences and patterns (3 weeks) Solving Geometrical problems (3 weeks) Asking and answering questions about data (3 weeks)	
Science		Plants	Living Things and their Habitats		Uses of Everyday Materials	Animals, including humans	Plants
History		Changing Attitudes How have Rosa Parks and Nelson Mandela helped to make the world a better place?		London What was life like living through the 'Great Fire of London' and the 'Great Plague'?		Queen Elizabeth II What changes has Queen Elizabeth seen across Britain in her lifetime?	
Geography			Comparing Countries Where would you rather live: Australia or the UK?		A London Study What would Flat Stanley find interesting about our city?		Coastal Features Why do we love to be beside the seaside?
Computing		Book maker – plants/seeds	Coding	E-safety	Coding	Photography (iMovie)	Digital literacy – presentations
PE		<u>1 hour</u> 2/3/4/5 minute runs Skills stations: small game development; using a variety of equipment; and encouraging the discovery of working individually, with a partner and in a group. <u>½ hour</u> Gymnastics: Agility Badge 7	<u>1 hour</u> 2/3/4/5 minute runs Skills stations: small game development; using a variety of equipment; and encouraging the discovery of working individually, with a partner and in a group. <u>½ hour</u> Gymnastics: Agility Badge 7	<u>1 hour</u> 2/3/4/5 minute runs Concentration on aiming and target games, games where a movement into space increases chances of success and development of individual sending and receiving skills. <u>½ hour</u> Gymnastics: Agility Badge 7	<u>1 hour</u> 2/3/4/5 minute runs Concentration on aiming and target games, games where a movement into space increases chances of success and development of individual sending and receiving skills. <u>½ hour</u> Gymnastics: working on apparatus both for experimentation and to develop set skills	<u>1 hour</u> Tennis skills: balancing, feeding the ball and pair work. Use of hand and racket with emphasis on the timing of a bouncing ball and predicting a return shot. Introduction of spacing with a net and against a wall. <u>½ hour</u> Striking Games: batting, fielding, catching and bowling in small, conditioned games or in whole class games with groups rotating to experience each role.	<u>1 hour</u> Sports day preparation: over arm throwing; standing long jump; running inside the lane lines; pacing speed in a long distance race; and sprinting through a finishing ribbon. Sportsmanship and appropriate behaviour and response to success and to disappointment. <u>½ hour</u> Tennis skills: balancing, feeding the ball and pair work.
Art		Collage	Aboriginal Painting	Painting Skills	Drawing and Sketching	Sculpture	Hundertwasser Study
DT			Cookery				Pop-up Books
PSHE <i>Following the Jigsaw Scheme</i>		Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Spanish		Greetings, feelings, days and numbers Days of the week Greetings (<i>hello/goodbye; how are you?; what's your name?; how old are you?</i>) Feelings (<i>sad, happy, angry, tired, scared</i>) Numbers up to 20	Colours, Animals and Food New colours (<i>pink, orange, purple</i>) Wild and domestic animals. Food (<i>where to buy it; role play games buying food in different shops</i>) Reviewing numbers	Objects, Shapes and Body Parts Describing objects (<i>big/small/colours</i>) Reviewing shapes (<i>circle, square, triangle</i>) To work with a story and a song about the doctor to review body parts	Faces and Instructions To learn face parts (<i>eyes, nose, mouth, ears</i>) To follow instructions; ask and answer questions to find things.	Family Members, Home and Clothes To learn new family members (<i>granny, grandpa</i>) To learn clothes (<i>t-shirt, shirt, trousers, socks, shoes</i>)	Numbers and Holidays To introduce numbers up to 30 Introduce reading of simple words in Spanish Summer holidays (<i>summer vocabulary of beach items</i>)