

**Year 2 Curriculum Overview 2019-2020**

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| <u>RE</u><br><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  |
| <u>English</u>   | <i>Text</i>        | Fairy Tales<br>The Final Victory -<br>Traditional Tale  | Firework Maker's Daughter<br>Quest<br>(Phillip Pullman)  | Anthony Browne  | Charlotte's Web<br>Fantasy<br>(E B White)   | A Whales' Song<br>Adventure<br>(Lynne Kelly)  | Roald Dahl  |
|  | <i>Non-fiction</i> | Non-chronological reports<br>(linked to science)<br>Recount (history - a day on the<br>life of Florence or Mary)  | Explanations (verbal - link to<br>science and geography)   | Recounts (History - Diary based<br>on Samuel Pepys)<br>Explanations (verbal - science)  | Persuasion texts (geography -<br>visit London)<br>Instructions (DT - recipes)   | Non-chronological reports<br>(History the Royal Family)   | Persuasive Writing (link to<br>geography - come to....)<br>Debate (link to geography<br>Seaside or city?)   |
| <u>Maths</u><br><i>Following the Wandsworth Maths Themes</i>           |                    | Using place value and number facts to solve problems (4 weeks)<br>Understanding addition and subtraction (5 weeks)<br>Reasoning about addition and subtraction (3 weeks)  |  | Fractions of Shapes, lengths and quantities (3 weeks)<br>Solving problems involving multiplication and division (4 weeks)<br>Understanding and reasoning about time (3 weeks) |   | Reasoning about sequences and patterns (3 weeks)<br>Solving Geometrical problems (3 weeks)<br>Asking and answering questions about data (3 weeks)               |   |
| <u>Science</u>   |                    | Living Things and their Habitats  |  | Plants  | Animals, including humans<br>(link to DT - healthy diets))  | Uses of Everyday Materials  |   |
| <u>History</u>   |                    | Changing Attitudes<br>How have Mary Seacole and<br>Florence Nightingale helped to<br>make the world a better place?<br>(link to literacy, art)  |  | London<br>What was life like living<br>through the 'Great Fire of<br>London' and the 'Great<br>Plague'? (link to literacy, art)   |   | Queen Elizabeth II<br>What changes has Queen<br>Elizabeth seen across Britain in<br>her lifetime? (link to literacy,<br>art)                                    |   |
| <u>Geography</u>   |                    |   | Comparing Countries<br>Where would you rather live:<br>Australia or the UK? (link to<br>literacy)  |   | A London Study<br>What would Flat Stanley find<br>interesting about our city?<br>(link to literacy)                   |   | Coastal Features<br>Why do we love to be beside<br>the seaside? (link to DT and<br>literacy)  |
| <u>Computing</u>   |                    | Book maker  | Coding   | . E-safety  | Coding  | Photography (iMovie)  | Digital literacy - presentations  |
| <u>PE</u>  |                    | 2/3/4/5 minute runs<br>Small game development<br>Gymnastics   | 2/3/4/5 minute runs<br>Small game development<br>Gymnastics  | 2/3/4/5 minute runs<br>Aiming and target games<br>Gymnastics  | 2/3/4/5 minute runs<br>Aiming and target games<br>Gymnastics  | Tennis skills. Striking Games   | Sports day preparation<br>Tennis skills   |
| <u>Art</u>   |                    | Collage - Design a medal for<br>Mary Seacole (link to history)  |  | Painting Skills and collage (link<br>to history - depiction of the<br>Great Fire of London)   |   | Sculpture of Queen Elizabeth II<br>(link to history)  |   |
| <u>DT</u>  |                    |   | Levers and sliders   |   | Healthy diets (link to science<br>and literacy - recipes)   |   | Seaside structures (link to<br>geography)   |
| <u>UNICEF CONVENTION ON HUMAN RIGHTS Rights Respecting Articles</u>    |                    | Universal Rights:<br>Article 1: All are free and equal<br>in dignity and rights<br>Article 2: The rights apply to<br>everyone: whatever their<br>race,<br>religion or abilities,<br>whatever they think or say,<br>whatever type of<br>family they come from.<br>Article 3: The right to life,<br>liberty and the ability and<br>security of person | Children's Convention:<br>Article 13: The right to learn<br>Article 28: The right to an<br>education<br>Article 29: Education should<br>develop each child's<br>personalities and talents to the<br>full.<br>Article 30: Right to learn and<br>use the customs of the family | Children's Convention<br>Article 31: The right to relax and<br>play, and join in with a range of<br>activities  | Children's Convention<br>Article 12: The right to give an<br>opinion and for adults to take<br>that opinion seriously | Children's Convention<br>Article 9: The right not to be<br>separated from parents<br>Article 10 and 11: The right not<br>to be taken away from your<br>country: | Children's Convention<br>Article 27: The right to a<br>standard of living adequate to<br>meet physical and mental<br>needs<br>Article 32: The right to be<br>protected from danger<br>Article 33: The right to be<br>protected from drugs |
| <u>British Values</u>  |                    | Tolerance of other faiths   | Individual Liberty   | Individual Liberty  | Democracy   | Rule of Law   | Rule of Law   |
| <u>PSHE</u><br><i>Following the Jigsaw Scheme</i>                      |                    | Being Me in my World  | Celebrating Difference   | Dreams and Goals  | Healthy Me  | Relationships   | Changing Me   |
| <u>Spanish</u>   |                    | Greetings, feelings, days and<br>numbers<br>Days of the week  | Colours, Animals and Food<br>New colours (pink, orange, purple)<br>Wild and domestic animals.  | Objects, Shapes and Body Parts<br>Describing objects (big/small/colours)<br>Reviewing shapes (circle, square, triangle)   | Faces and Instructions<br>To learn face parts (eyes, nose, mouth, ears)   | Family Members, Home and<br>Clothes   | Numbers and Holidays<br>To introduce numbers up to 30   |

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|  | <p>Greetings (<i>hello/goodbye; how are you?; what's your name?; how old are you?</i>)</p> <p>Feelings (<i>sad, happy, angry, tired, scared</i>)</p> <p>Numbers up to 20</p> | <p>Food (<i>where to buy it; role play games buying food in different shops</i>)</p> <p>Reviewing numbers</p> | <p>To work with a story and a song about the doctor to review body parts</p> | <p>To follow instructions; ask and answer questions to find things.</p> | <p>To learn new family members (<i>granny, grandpa</i>)</p> <p>To learn clothes (<i>t-shirt, shirt, trousers, socks, shoes</i>)</p> | <p>Introduce reading of simple words in Spanish</p> <p>Summer holidays (<i>summer vocabulary of beach items</i>)</p> |
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