 Year 2 Curriculum Document

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| Term | Autumn | Spring | Summer |
| Topic | Twisted Fairy tales | The UK | Around the World in 80 days |
| Outdoor Learning | Science walks for biology and physics  Fairy tale walks – can we find any geographical features around Sleaford? | Science plant growing and garden walks  Chemistry materials experiments  Physics observation experiments  Geography trips and field work  Nature walks to collect collage materials | Habitat explorations  Physics observations  Outdoor art for observations |
| English  Fiction  Non fiction | Goldilocks & the Three Bears  Jim and the Beanstalk  The Journey Home  House Held up by Trees | The Bear Under the Stairs  The Minpins  The Owl and the Pussycat  Tadpole’s Promise | Wolves  The Dragon Machine  The Great Fire of London  Walk in London  Rosie Revere, Engineer |
| Maths | Place Value  Addition and Subtraction  Measurement (Money)  Multiplication and Division | Multiplication and Division  Statistics  Geometry (Shape)  Fractions  Measurement (Length and Height) | Geometry (Position and direction)  Problem solving and efficient methods  Measurement (Time)  Measurement (Mass, capacity and temperature)  Investigations |
| Cross Curricular Maths | Shapes linked to digital media art  Tables to collect information linked to physics | Tables to collect and compare information linked to physics  Measurement work linked to textiles | Tables to collect and compare information linked to physics  Mass work linked to food |
| Science | Biology –  Exploratory walks/discussions recapping previous learning from Y1.  Identifying and grouping animals from the UK and fairy tales before exploring different habitats around us  Physics –  Observe/collect/discuss autumn and winter as well as the changes associated with the seasons and length of the day.  Investigate light  Create electrical circuits to help create a torch for a fairy tale character. | Biology –  Growing local plants experiments (Highlighting what plants need to grow)  Using knowledge to design gardens for different purposes (placing the right plants to suit the person’s needs)  Looking at offspring and experiencing chicks/tadpoles growing.  Chemistry –  Apply the knowledge of materials gained to support our plant experiments – which materials will help and hinder our plant growth?  Physics –  Observe/collect/discuss winter and spring as well as the changes associated with the seasons and length of the day. | Biology –  As explorers looking at habitats around the world  What would we need to survive a trip around the world as humans?  Chemistry –  Use knowledge of materials to create tools to take with us on our trip.  Physics –  Observe/collect/discuss spring and summer as well as the changes associated with the seasons and length of the day. |
| Geography | Extend seasons knowledge with knowledge of the weather  Identify and discuss the physical and human geographical features that can be found in fairy tales. | Extend seasons knowledge with knowledge of the weather  Explore some of the features we met within the fairy tales locally and further afield in the UK.  Compare different settlements and features across the UK with Sleaford. (UK map work) | Extend seasons knowledge with knowledge of the weather  Explore the features we have been discussing beyond our locality – investigating continents/oceans and weather effects.  Find famous places along the 80 days route and compare then to where we live. (Global map work) |
| History | Who was William the Conqueror and why was he important?  (Looking at royalty through the years and the links with fairy tales as well as exploring different clothing/items from different periods) | Who was Joseph Banks and why was he important?  (Looking at the fact, he was from Lincolnshire –  What is botany? How does it link to what the children are currently learning and what did he achieve that we can still see today?) | Who is Matthew Flinders and why is he important?  (Looking at what he did and explorers that have come after him – the work that he inspired and what was discovered about the world by explorers) |
| Computing | Code:  Control the motion of a fairy tale character in scratch who moves around a fairy tale land – adding sounds and controlling drawings.  Connect:  Participate in class webpage and understand online risks  Collect:  Create a database for royalty based on history and fairy tales links | Code:  Create a flower that grows in scratch based on different user inputs  Connect:  Participate in class webpage and understand online risks  Collect:  Create a database to record information about the plant experiments | Code:  Create a travel game in scratch where the sprite moves between countries and explores based on user inputs and responses to questions.  Connect:  Participate in class webpage and understand online risks  Collect:  Create a database to record information about different countries to compare them. |
| Art | Sculpture/digital media  Use sketch books to master the associated techniques and create twisted fairy tale based art | Drawing/printing/collage  Use sketch books to master the associated techniques and create art around botany and UK linked landscapes | Painting/inspiration  Mastering painting techniques in sketch books and then moving on to look at art based on work of Ogata Korin looking at plants and environments further afield during the 80 days journey. |
| D&T  (Each D&T area must be split in to design, make, evaluate) | Construction/mechanics/materials – Create replicas of different fairy tale houses/venues | Textiles –  Create a class patchwork quilt with applique flowers | Food/Taking inspiration from design throughout history–  Creating food dishes from around the world and exploring them then suggesting improvements |
| RE | Christianity  How does being Christian affect the way you live your life?  What are important events in a Christians life? | Islam  How does being Muslim affect the way you live your life?  What are important events in a Muslim’s life? | Exploring Judaism |
| Music  (Charanga ) | 1. hands, feet, heart  2. Ho ho ho | 1. I wanna play in a band  2. Zootime | 1. Friendship song  2. Reflect, Rewind and Replay |
| PSHE | 1. Being me in my world  2. Celebrating difference | 1. Dreams and goals  2. Healthy me | 1. Relationships  2. Changing me |
| PE | 1.  Games – throwing, catching and inventing games  Gymnastics  2.  Games – tri golf (Making up a game)  Gymnastics | 1.  Dance  Games – dribbling, kicking and hitting  2.  Games – group games and inventing rules  Dance | 1.  Gymnastics  Athletics/games  2.  Athletics/Games  Games – striking and fielding |