 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 physicsFairy tale walks – can we find any geographical features around Sleaford? | Science plant growing and garden walksChemistry materials experimentsPhysics observation experiments Geography trips and field workNature walks to collect collage materials | Habitat explorationsPhysics observationsOutdoor art for observations |
| EnglishFictionNon fiction | Goldilocks & the Three BearsJim and the BeanstalkThe Journey HomeHouse Held up by Trees | The Bear Under the StairsThe MinpinsThe Owl and the PussycatTadpole’s Promise | WolvesThe Dragon MachineThe Great Fire of LondonWalk in LondonRosie Revere, Engineer |
| Maths | Place ValueAddition and SubtractionMeasurement (Money)Multiplication and Division | Multiplication and DivisionStatisticsGeometry (Shape)FractionsMeasurement (Length and Height) | Geometry (Position and direction)Problem solving and efficient methodsMeasurement (Time)Measurement (Mass, capacity and temperature)Investigations |
| Cross Curricular Maths | Shapes linked to digital media artTables to collect information linked to physics | Tables to collect and compare information linked to physicsMeasurement work linked to textiles | Tables to collect and compare information linked to physicsMass 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 usPhysics – Observe/collect/discuss autumn and winter as well as the changes associated with the seasons and length of the day.Investigate lightCreate 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 worldWhat 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 risksCollect:Create a database for royalty based on history and fairy tales links | Code:Create a flower that grows in scratch based on different user inputsConnect: Participate in class webpage and understand online risksCollect: 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 risksCollect: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/collageUse 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? | IslamHow 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, heart2. Ho ho ho | 1. I wanna play in a band2. Zootime | 1. Friendship song2. Reflect, Rewind and Replay |
| PSHE | 1. Being me in my world2. Celebrating difference | 1. Dreams and goals2. Healthy me | 1. Relationships2. Changing me |
| PE | 1. Games – throwing, catching and inventing gamesGymnastics 2. Games – tri golf (Making up a game)Gymnastics  | 1. Dance Games – dribbling, kicking and hitting2. Games – group games and inventing rulesDance  | 1. Gymnastics Athletics/games2. Athletics/GamesGames – striking and fielding |