**YEAR 2 CURRICULUM OVERVIEW**

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|  | **Autumn 1**  **7 weeks** | **Autumn 2**  **7 weeks** | **Spring 1**  **6 weeks** | **Spring 2**  **6 weeks** | **Summer 1**  **6 weeks** | **Summer 2**  **7 weeks** |
|  | **World explorers and pirates** | **Great Fire of London** | **Me and my world** | **Fantastic Mr Fox** | **Magnificent Mosque** | **Bempton Cliffs** |
| **Big events**  Charities  May be recognized  Religious celebration – assembly/party/RE teaching  Taught across school  Police visit  Assembly | NSPCC assembly?  British Science Festival  Harvest Festival Sept/Oct  Harvest Festival Sept/Oct  Rosh Hashanah  Yom Kippur  Birthday of Guru Nanak  Show Racism the Red Card 22nd Oct  World Mental Health Day 10th Oct | 31st Oct Halloween  5th Nov Bonfire Night - Safety  11th/14th Nov Remembrance Day  4th Nov Diwali  14th Nov-21st Nov Inter Faith Week  29th Nov Hanukah  10th December Christmas Jumper Day/Christmas Dinner  24th/25th Dec Christmas  Anti-bullying week 15th-19th Nov  Children in Need  International Day of persons with Disabilities Fri 3rd Dec | 1st Feb Chinese New Year  14th Feb Valentine’s Day  Children’s Mental Health Week 7th-13th Feb  Aspirations Week  Holocaust Memorial Day 27th Jan | 1st March Shrove Tuesday  2nd March Ash Wednesday  3rd March World Book Day  18th March Holi  27th March Mothering Sunday  3rd April Ramadan Starts  10th April Palm Sunday  14th April Vaisakhi  15th April Good Friday  15th-23rd April Passover  17th April Easter Sunday  Comic Relief/Sports Relief  8th March International Women’s Day  Drugs Awareness Talks | 22nd April Earth Day  23rd April St George’s Day  3rd May Eid ul Fitr  May Tour de Yorkshire  3rd June Queens Platinum Jubilee – one off  Vesak  KS2 SATs testing week 9th May  KS1 SATs May  Internet Safety Talks | 11th June Queen’s birthday  19th June Father’s Day  24th June OBON  10th July Eid ul Adha?  Transition  Year 6 Performance  Year 6 Fete for Yearbook |
| **Visits and visitors** | Pirate day | Female fire fighter come in  Baker – Koreena video  BCF eyewitness - Mr Mir  Burning experiment – woodland Tuesday 8th Nov | W/C 9/01 Bradford visit & Alhambra Theatre | Monday 20/2 Woodland habitats – fox trail | Week 1 Mosque Visit | Seaside & Bempton Cliffs  RSPB visit  Friday week 2  Tuesday and Thursday week 3 |
| **Jigsaw** | Being me in my world  1. Help others to feel welcome  2. Try to make our school community a better place  3. Think about everyone’s rights to learn  4. Care about other people’s feelings  5. Work well with others  6. I know how to have a healthy mind - Mental Health Day  7. Choose to follow the Heaton Values - Show Racism the Red card (Friday)    Heaton Values Focus – Commitment  Skills Builder Focus – Staying Positive and Aiming High  SDGs: No Poverty, Quality Education | Celebrating difference  Texts: The Night Bus Hero – Bullying  1.Accept that everyone is different  2. Include others when working and playing  3. Anti-bullying week 14th-18th Nov  Know how to help when someone is being bullied  4. Try to solve problems  5. International Day of persons with Disabilities Fri 2nd Dec  5, 6. Try to use kind words x 2 wks  7.Know how to give and receive compliments  Heaton Values Focus – Integrity  Skills Builder Focus – Teamwork and Leadership  SDGs: Reduced Inequalities, Peace, Justice and Strong Institutions | Dreams and goals  Texts: Peace and Me by Ali Winter  The Librarian of Basra by Jeanette Winter  1. Stay motivated when doing something challenging  2. Keep trying even when it is difficult Aspirations Week  3. Work well with a partner or group  4. Have a positive attitude Holocaust Memorial Day 27th January  5. Help others to achieve their goals  6. I know how to have a healthy mind Children’s Mental Health Week 4th Feb-11th Feb  Heaton Values Focus – Growth  Skills Builder Focus – Problem Solving and Creativity  SDGs: Affordable Clean Energy, Decent Work and Economic Growth, Industry, Innovation and Infrastructure, Sustainable Cities and Communities | Healthy me  1. Have made a healthy choice  2. Have eaten a healthy, balanced diet  3. Have been physically active International Women’s Day 8th March  4. Have tried to keep themselves and others safe  5. Know how to be a good friend and enjoy healthy relationships  6. Know how to keep calm and deal with difficult situations  Heaton Values Focus – Commitment  Skills Builder Focus – Staying Positive and Aiming High  SDGs: Zero Hunger, Good Health and Well-being, Clean Water and Sanitation | Relationships  1. Know how to make friends  2. Try to solve friendship problems when they occur  3. Help others to feel part of a group  4. Show respect in how they treat others  5. Know how to help themselves and others when they feel upset or hurt  6. Know and show what makes a good relationship  Heaton Values Focus – Integrity  Skills Builder Focus – Teamwork and Leadership  SDGs: Responsible Consumption and Production, Climate Action, Life Below Water, Life on Land, Partnerships for the Goals | Changing me  1.Understand that everyone is unique and special  2. Can express how they feel when change happens  3. Understand and respect the changes that they see in themselves  4. Understand and respect the changes that they see in other people  5. Know who to ask for help if they are worried about change  6, 7. Are looking forward to change x 2 wks  Heaton Values Focus – Growth  Skills Builder Focus – Problem Solving and Creativity  SDGs: Gender Equality |
| **RE** | How is new life celebrated? | How can we make good choices? | How and why do people pray? | | How can we look after the planet? | What did Jesus teach and how did he live? |
| **Aspiration** | Navy  Antarctic Explorer  Female explorer | Firefighter  Builder  Baker | Dentist (Teacher)  Doctor  Nurse | Farmer  Vet | Designer (CAD)  Architect | Conservationist  Lighthouse keeper  Fisherman |
| **Main text**  **Spine Text** | Mr Benn stories  Magic key stories  Meerkat Mail | The Minpins (Roald Dahl) | Not Now Bernard | Fantastic Mr Fox | Magnificent Mosque | Lighthouse Keeper’s Rescue |
| **Supplementary texts**  **Spine Text** | The Pirates of Scurvy Sands  Spangles McNasty and the Diamond Skull (Steve Webb)  Blackbeard    My Name is not Refugee – K.Milner | Toby and the GFOL GR  Fire cat GR  The Great Fire of London    Traction Man is Here  The Hodgeheg  Class Novel: Giraffe, the pelly and me | Dr Xargle’sbook of Earthlets  Whiffy Wilson  Tuesday  Who’s afraid of the big bad book  Pumpkin Soup  Class Novel: FMF | Amazing Grace  Flat Stanley  Willa and Old Miss Annie Class Novel  Gorilla | The Flower  The owl who was afraid of the dark | Lighthouse Keeper’s Breakfast  Frog and Toad together  Emily Brown and the Thing |
| **Guided Reading** | Great Explorers [non-fiction]  Pirates by Charlotte Raby & Blackbeard’s Ship [non-fiction]  A new home for a pirate by Ronda Armitage. [non-fiction]  The Green Ship- Quentin Blake. [non-fiction]  Nasty Nate’s Pirate Adventure by Marcia Vaughan.  Shiver me Timbers! Chris Powling. | Toby and the GFoL  Firefighters to the rescue  The GFoL (History Corner)  Fire cat | Dr Xargle’s book of Earthlets  Gorilla  Wiffy Wilson | Fantastic Mr Fox extracts  Week 6 – The Greedy Fox | Ramadan Moon | Sandcastle, Project  Beaks and Feet  On gull beach  Penguins <https://www.getepic.com/app/read/22242>  The Creeping Tide <https://www.getepic.com/app/read/5777>  Seashore by Lucy Beckett |
| **Story plot** | Journey tale (portal) | Tale of fear | Meeting Tale (meeting the monster) | Overcoming a monster  (Ways to overcome Boggis, Bunce and Bean) | Character flaw | Warning tale |
| **Toolkit focus** | Setting – Places (1 of 3)  **Innovate** - Setting (pirate ship/change problem)  **Invent** – Portal to a new setting (pirate ship on an island/Antarctica/by mountains/a busy town), problem to include pirates  (name a setting, 2/3 carefully chosen objects, noun phrases)  but | Setting (2 of 3)  Suspense (1 of 3)  **Innovate** – Running away from a different creature/animal  **Invent** – Escaping the Fire of London  (Settings -Name a setting, well chosen noun phrases, comma for 2 adjectives before the noun, use your senses,  Suspense - isolate character, use scary sound effects, dramatic time connectives) | Characterisation (2 of 4)  How do they look?  How do they act? / What they do?  What are they interested in?  **Innovate** – meeting a new monster (naughty things at home)  Draw own monster.  **Invent** – same character as Innovate, Monster comes to Heaton to meet the class (naughty things at school)  Walk around school, what naughty things might the monster do. | Characterisation (1 of 4)  Suspense (2 of 3) Not 22  **Innovate** – farm setting, Mr Fox replaced by mouse. (mouse - make a hole, sneak in, nibble food and sneak out/squirrel - climb through trees to hide, scurry down, take food back to hide it, scurry down again)  **Invent** – woodland setting, Mr fox as the predator and mouse/squirrel as prey | Setting – Places (3 of 3)  Characterisation (3 of 4)  **Innovate** – Special place in Bradford that gets threatened, come up with a way to save the place.  **Invent** –  Park in danger!  Fiction – that, or  Non-fiction – if | Characterisation (4 of 4)  Suspense (3 of 3)  **Innovate** – Mr Ginling get a a different warning.  **Invent** - New character - bird from Bempton. Choice of warning and associated problem. |
| **SPAG** | *Capital letters*  *Full stops*  *Co-ordination (and)*  *Statements*  *Phonetical spelling*  **Expanded noun phrase (noun, adjective)**  **Comma list**  **Simple past** | *Capital letters*  *Full stops*  *Expanded noun phrase (noun, adjective)*  *Statements*  *Phonetical spelling*  **Sub-ordination (that, when,** *because***)**  **Comma to separate 2 adjectives**  **Questions**  **Correct and consistence use of past tense** | *Comma list*  *Expanded noun phrase*  *Questions*  *Sub-ordination (if)*  *Co-ordination (but, when)*  *Multiple ways of spelling phonemes*  *Homophones*  **Correct and consistence use of** *past* **and present tense**  **Coordination -or**  **Verb tense**  **Exclamations** | *Questions*  *Expanded noun phrase with 2 adjectives separated by a comma*  *Comma lists*  *Correct and consistence use of past tense*  *Apostrophes for single possession*  **Multiple ways of spelling phonemes**  **Homophones**  **Sub-ordination (if, or)**  **Co-ordination (***but, when***)**  **Exclamations**  **Command** | *Exclamations*  *Questions*  *Comma list*  *Expanded noun phrase with 2 adjectives separated by a comma*  *Sub-ordination(that (2) if)*  *Co-ordination (or)*  *Present tense*  **Contractions** | *Exclamations*  *Questions*  Comma list  Co-ordination (but)  *Sub-ordination (when)*  *Verb tense*  *Apostrophes for possession*  *Contractions*  **Present progressive** |
| **Non Fiction** | Letter (recount)  WAGOLL – Morocco  Invent – Cape Sheridan | Explanation Text  WAGOLL -Bradford City Fire  Invent – GFOL | Instruction Text  WAGOLL- How to be bad if you’re a monster  Invent – How to be good if you’re a child at Heaton | Non Chronological Report  WAGOLL- Information leaflet on fox  Invent - Information leaflet a mouse/squirrel | Persuasion text  WAGOLL-Save our mosque  Invent – Save our park | Non Chronological Report  WAGOLL-seagull  Invent – puffin |
| **Poetry structure** | Rhyming couplets (when I was one) | Senses poem (fire)  see/feel/hear/touch  H:\pictures\Fire Poem.png | Resource poem –Monster | Animal shape poem | Acrostic poems - parks | Riddle about a sea animal/bird |
| **Science coverage** | Materials – Ship investigation  Waterproof and durability  Boats:  Timelines/maps of boats that our explorers travelled in. | Materials investigation  Which materials burn best?  Build up the houses to set fire to  C:\Users\jchild-morris\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\K4CWR44Z\IMG-0317.PNG  Grenfell Tower – community | Health and Hygiene  Exercise and diet  Materials – fit for purpose investigation - big teeth and hand hygiene kit from library à glitter .  Growth from offspring to adult  Basic needs of hygiene  Categorising Monsters | Woodland animals, habitats, life cycles and food chains | -- | Seaside animals, habitats, life cycles and food chains |
| **Planting and growing** | -- | Buy real plants, plant them and watch them grow. Investigate what plants need | Observe effects of investigation | Observe plants grown from seeds and bulbs.  Annuals bought in trays – 1 plant per child | -- | Grow plants from seeds and bulbs (class plants) |
| **Main working scientifically**  **skills** | Observe, Ask questions,  Test ideas, compare, Sort and order. Identify and classify. | Observe, Ask questions,  Test ideas, compare, Sort and order. Identify and classify | Observe, Ask questions, Perform simple tests  Answer questions, record data | Observe, Ask questions, Perform simple tests  Answer questions, record data | -- | Observe, Ask questions, Perform simple tests  Answer questions, record data |
| **Topic questions** | How do portraits tell us about change? - *compare portraits, background, techniques used to paint.*  How do we know about the past? *- artefacts, books, pictures.*  Who was he, what did he do? - *using different resources (internet, books, diaries, fact file) to find historical facts.* | Where did the fire start and when? - *Pudding lane, 1666*  Who were the people putting the fires? *- link to explorers in Aut1 to recognise the residents at the time, shipment through London in 1666.*  Why did the GFoL spread so quickly? - *Strong wind, houses close together, houses made from wood.*  How could you find out about the artefacts from the GFoL?- *Use the internet on the computer to research artefacts.*  Name some differences between houses then and now - *Houses were made of wood then and are made of stone/brick now.*  *Houses had wood fires then and are gas/electric fires now.*  *Streets were narrow then and are wide now.*  How did we show how the fire spread? - *Looked at a map of London and coloured where the fire spread on each day.* | What food group should we eat the most of to be healthy?  How did we find out what can happen if you drink lots of sugary drinks?  Name one thing you could use to clean yourself with and why you would use it.  What is the best way to wash our hands?  How many times a day should we brush our teeth? | Can you describe a fox?  Can you describe a fox’s natural habitat?  Can you complete a food chain using a fox?  What does a fox eat?  How do they find food? | When was it built? Why?  How does what believers do show what they believe? | Where do gannets live? Can you describe their habitat?  (show a diagram of a food chain) Can you describe how this food chain works?  How is Bradford different to Bridlington?  (show a map with two locations) Which dot represents Bradford/Bridlington – How do you know? |
| **History** | Compare significant individuals to compare eras and equipment.    – Sir Francis Drake - balanced views  – Matthew Henson African American explorer – first expedition to the North Pole  – Sarah Outen - female modern-day explorer | Events beyond living memory:  Fire of London  Bradford City Fire 1985  -Khola’s dad Q&A sessions for BCF  -Diary entry from Paula Newsome (teacher written)  Grenfell Tower – community and demographics of residents – find pictures to represent. | How has Heaton/Bradford/Haworth Road changed – looking at photos from different decades (changed/stayed the same)  Canal 1774, Lister Mills 1838, Alhambra and cinema 1914, City park 2012and Broadway 2015 | Significant people  David Attenborough |  | Seaside now and then |
| **Geography** | World map – continents and oceans.  Compare UK to other non-European country (Cape Sheridan, Morocco taught through Literacy NF).  Macro habitats  Direction/compass.  Human and physical features | UK map – countries and capital cities.  Location of London  Spread of the fire across London | Local maps – map skills  Human and physical features – landmarks  The Wool Exchange - German-Jewish community  Directions and compass Compare local area to Pakistan |  | Map work on Europe – Cordoba, Spain | Uk map – countries and capital cities. Labelling locations in Yorkshire. Direction/compass  Aerial and plan perspectives  Geographical features of seaside compared to Heaton.  Human and physical features  Coastal and city features |
| **Numeracy in Topic** | Timeline – counting in 10s, ordering numbers for timelines.  Venn diagram – food, equipment, RE symbol sorting, etc.  (John Venn – Mathematician) | Draw and complete a table of data  Interpret data in a table | Recording data from exercise in a bar chart, order 2 and 3 digit numbers/weights in grams | Venn diagram (baby-adult) | Name and draw 2d shapes  Symmetry |  |
| **Art and design**  **(Sketch books)** | Drawing people/portraits – tracing, photography, [digital art.](https://www.jasminmondata.co.uk/)  Using pastels, paint, pencil, face/body  Royal portraits photographs and paintings  Mogdigliani  Draw Anne Bonne in the style of Mogdigliani | GFOL fire and silhouettes  Book art techniques GFOL  Charcoal | Painting techniques countryside - Hockney  [Arif Ansari](https://cliftonartgallery.com/artist/arif-ansari/) (Pakistan) - landscapes  Sky v land, blocks of colour, foreground/  background |  | Sketching architecture details of a mosque  Stain glass windows | Collage and animals – Artist Eric Carle’s use of painted shades cut to pieces and then assembled in collage. Explore use of materials to make collage, cutting and tearing, water colour wash, arrange shapes (no templates) - birds    observational drawing (items for science work) – Monica Lee ( [Monica Lee, artist](https://www.monicaleeartist.com/)) |
| **Design and technology** |  |  | Preparing fruit and vegetables | Textiles and templates 1 – 2D felt animals and 2D glove puppets, children make templates | Wheels and axles – chariots |  |
| **Computing** | iPad basic skills | Text - Clicker Docs - Paragraphs | Tayasui sketches school  Drawing and paint -Art landscapes - filling blocks of colour – | Coding – Discovery | (iPad skills – typing on Forms)  Incorporating Forms in Topic for children to type answers for a Topic question.  Colourful semantics to go with the question to aid independence and creating content. | Data of birds – Numbers |
| **PE – PPA**  **Sports Coaches** | Football Skills | Multi skills | Gymnastics  Floor and Equipment (linking movements, balances from floor to Equipment | Tag rugby | Basketball | Athletics |
| **PE – Class Teacher** | SMART Moves  Dance - Methods of Travel (pirates dancing) | SMART Moves  Hitting towards a target | SMART Moves  Moving with a ball | SMART Moves  Throwing and catching  Effects of exercise  Out of breath  Hearth rate  Measurement (stop watches)  MATHS – record data  SCIENCE – making simple observations | SMART Moves  assessment | Cricket bowling and batting. |

