

Year 2 Curriculum Overview

	Term 1 – 6wks 3 days	Term 2 – 8 weeks (1 st week WOAW)	Term 3 – 6 weeks	Term 4 – 6 weeks (1 st week WOAW)	Term 5 – 5 weeks	Term 6 – 7 weeks (1 st week WOAW)
Topic Names	Planet Earth	We are Story Tellers	Down in the Jungle/In the woods	The Incredibles (Superheroes)	Charlie and the Chocolate Factory	The Pulse!/Health y me
WOW Moment	Bristol Aquarium Woodchester Mansion (towards end of unit) Local litter pick Lots of outdoor learning linking to Science and Geography using maps, photos, looking at environment etc.	Author visit and/or story writing workshop Focus on LS Lowry (telling stories, now history, through his paintings) Art in LS Lowry style. (Art this term?)	Bristol Zoo experience in school. Woodchester Mansion visit. Forest Schools! Growing our own plants competition. (Forest Schools would work well here)	Superhero day in school (?) Range of activities. (https://www.dayoutwiththekids.co.uk/blog/superhero-school-15-challenges-for-kids-plus-free-certificate-download) And/or superhero visit in school from Aqua Dan (https://www.dayoutwiththekids.co.uk/blog/superhero-school-15-challenges-for-kids-plus-free-certificate-download) Balloon science exploring forces that perhaps Superheroes use. (experimental lessons)	Cadbury world visit(?) OR We are the Curious (Food exhibition and Splash and Bubble science show) OR Cheltenham Science Festival Design and build Wonka cars.	Healthy week. Lots of sport activities. Whole school picnic. TBC Design and make healthy dish for another class and/or parents.
Writing Opportunities/Links	Recount (based on trip) Story writing Non-chronological report (Based on the Lorax?) Book - The Lorax (?)	Traditional tales Creative writing stories Newspaper/recounts (could report on traditional tale, eg; Wolf destroys Little Pigs houses) Instructions Book - TBC	Overcoming the Monster stories. Non-chronological report Instructions (how to train your Gruncher) Book - The Minpins	Superhero poetry Recount based on recent trip/visit Book - Traction Man/The Astonishing Secret of Awesome Man/5 Minute Marvel Stories (TBC)	Character description based on Charlie Story writing stories with power of 3 Writing emails	Report writing/recounts Diary writing (food diary) Instructions , how to make a fruit salad/or other healthy dish

Maths Opportunities/Link	Data collection: Interpret data from simple pictograms, tally charts, block diagrams and simple tables.	chronology	Measurement compasses	Recording data	Measurement	Statistics
Science	<p>Working Scientifically:</p> <p>I can observe closely, using simple equipment. I can identify and classify. I can use my observations and ideas to suggest answers to questions.</p> <p>Living things and their habitats:</p> <p>I can explore and compare the differences between things that are living, that are dead and that have never been alive. I can identify that most living things live in habitats. I can describe how different habitats provide for the basic needs of different kinds of animals and plants. I can describe how habitats, animals and plants depend on each other. I can identify and name a variety of</p>	<p>Working Scientifically:</p> <p>I can observe closely, using simple equipment. I can use my observations and ideas to suggest answers to questions.</p> <p>Seasonal Change</p> <p>I can observe changes across the four seasons. I can observe and describe weather associated with the seasons and how day length varies.</p>	<p>Working Scientifically:</p> <p>I can perform a simple test. I can observe closely, using simple equipment. I can use my observations and ideas to suggest answers to questions.</p> <p>Plants:</p> <p>I can observe and describe how seeds and bulbs grow into mature plants. I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Animals including humans:</p> <p>I notice that animals, including humans, have offspring which grow into adults. I can investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p>Working Scientifically:</p> <p>I can perform a simple test. I can observe closely, using simple equipment. I can use my observations and ideas to suggest answers to questions. I can observe closely, using simple equipment.</p> <p>Everyday materials:</p> <p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>(Short unit on balloon science)</p>	<p>Working Scientifically:</p> <p>I can ask simple questions and recognise that they can be answered in different ways. I can observe closely, using simple equipment. I can perform simple test. I can use my observations and ideas to suggest answers to questions. I can identify and classify. I can gather and record data to help in answering questions.</p> <p>(Short unit on electricity, based on a bulb in out in WW factory, children will need to build and test own circuits)</p>	<p>Working Scientifically:</p> <p>I can ask simple questions and recognise that they can be answered in different ways. I can observe closely, using simple equipment. I can perform simple test. I can use my observations and ideas to suggest answers to questions. I can identify and classify. I can gather and record data to help in answering questions.</p> <p>Animals including humans:</p> <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>

	<p>plants and animals in their habitats, including microhabitats.</p> <p>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>					
Geography	<p>Location knowledge:</p> <p>I can name capital cities of the four countries of the UK and its surrounding seas.</p> <p>I can name find the world's continents and oceans.</p> <p>Place Knowledge:</p> <p>I understand similarities and differences between a small area of the UK and a different non-European country.</p> <p>Human and Physical:</p> <p>Identify what the weather is cold areas in relation to the Equator and North and South Poles.</p> <p>I know important natural features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley,</p>		<p>Human and Physical:</p> <p>I know important natural features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>I know important man-made features including: city, town, village, factory, farm, house, office and shop.</p>			

	<p>vegetation and weather. I know important man-made features including: city, town, village, factory, farm, house, office and shop.</p> <p>Geographical and fieldwork: I can use aerial photos. Know how to use maps, atlases and globes to find some places. I can draw a simple map with a key. I can use a simple grid reference.</p>					
History		Significant people, LS Lowry		Significant people, real life superheroes; Florence Nightingale)		Changes within living memory (how are bodies have grown and/or are changing, strong Science links)
Art	Creation and clay	Lowry style work (matchstick people)				
D&T					Wheels and axles, design and build a Wonka Car for Willie Wonka to get around his factory.	Food DT, design and make a healthy dish.
Music	Our land	Storytime	Animals	Travel	Water?	Ourselves or Our Bodies
Computing	Basic skills We are planet savers (programming using scratch to protect the Earth from harmful objects)	We are game testers	We are reseearchers (research and present animal facts)	We are photographers (take and record photos of everyday materials)	We are detectives (solve a mystery by sending and receiving emails)	We are bioligists
PSHE/Ethical Issues kelly@learnhappy.org.uk						

Week of Awe and Wonder						
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