

Year 2 Curriculum Plan

Beechwood Primary School



Themes	Fire Fire!		Carnival of the Animals		Castles and Catapults	
Books	Toby and the Great Fire of London The Hodgeheg Dirty Bertie Christmas Stories Vlad and the GFoL		The Hare and the Tortoise Helen Ward Oral Tale The owl who was afraid of the dark Non Fiction		King Arthur The Paper Bag Princess George and the Dragon Tell Me a Dragon The Kiss that missed.	
English	Order the events of the GFoL Toby and the Great Fire of London- Narrative Oracy- Reporter Newspaper report Samuel Pepys diary Bread Making Recipe Father Christmas Letter		The Hare and the tortoise fable Animal- information text Poetry - Rumble in the jungle.	Oracy- Park Ranger Big Five- Non chronological report Three Billy Goats Gruff	Castle Non chron report Castle jobs- advert and persuasive letter Dragon description Dragon Missing poster Fairy Tale - Jack and the beanstalk.	The Paper Bag Princess Trip recount. Instructions - building a catapult.
Maths	Year 1 and 2 Number- Place Value Number Addition and Subtraction	Number - Addition and Subtraction (cont) Geometry -Properties of Shape	Year 1 Number: Place Value Number: Addition and Subtraction Year2 Number Multiplication and Division Measurement- Money	Year 1 Number: Place Value Measurement: Length and Height Measurement: Mass and Volume Year 2 Measurement -Height and length Measurement -Mass, capacity and temperature	Year 1 Number: Multiplication and Division Number: Fractions Geometry - Position and Direction Year 2 Number- Fractions Measurement- Time	Year 1 Number: Place Value Measurement: Money Measurement: Time Year 2 Statistics Geometry- Position and Direction Investigations Problem Solving and Efficiency Methods
Science	<u>Materials and their properties</u> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock,	<u>Seasonal Changes</u> - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<u>Animals including humans</u> Explore and compare the differences between things that are living, dead, and things that have never been alive. Describe and compare the structure of a variety of	<u>Living Things and Their Habitats.</u> 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.	<u>Living Things and their habitats</u> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for	<u>Plants</u> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable

	paper and cardboard for particular uses		common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Notice that animals, including humans, have offspring which grow into adults Explore and compare the differences between things that are living, dead, and things that have never been alive	the basic needs of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats	temperature to grow and stay healthy.
Computing	<p>Computing systems and networks. (IT around us) Recognise common uses of information technology beyond school.</p> <p>Online Safety – Online Relationships and Online Reputation</p>	<p>Creating Media – Digital Photography. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Online Safety – Online Bullying.</p>	<p>Programming A – Robot algorithms Use logical reasoning to predict the behaviour of simple programs. To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs.</p> <p>Online Safety – Managing online information</p>	<p>Data and information – pictograms. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Online Safety – Health, well-being and lifestyle.</p>	<p>Creating Media – Digital Music Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Online Safety – copyright and ownership.</p>	<p>Programming B – Programming quizzes. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</p> <p>Online Safety – Self-Image and Identity.</p>
Geography		<p>What are the key human and physical features of London? Sticky Knowledge What is the United Kingdom? What are the UK's capital cities like? What are the human and physical features in London?</p>		<p>What are the effects of the equator? Sticky Knowledge What are the effects of the equator and the Poles on the climate worldwide? Where Mexico and what are the human and physical features of it? What are the similarities and differences between my local area and Mexico?</p>		<p>How can we navigate around our local area? Sticky Knowledge How do compasses help us navigate? How do cartographers draw maps? What can we discover from aerial photographs? Human and physical features and how they</p>

		How have the human and physical features of London changed over time?				have changed over time?
History	How can we work out how the Great Fire of London started? Sticky Knowledge What happened during the great fire and how do we know? Why did the great fire burn down so many houses? Could more have been done to slow down the spread of the fire?		How do explorers help us learn about the past? Sticky knowledge Why do people explore? Who are the important explorers from the past? How have explores changed over time?		Why did people build castles in the past? Sticky knowledge What makes a castle and castle? Why did people build castles in the past? What made castles so strong? How did castles change over time?	
RE	Theme: Jesus example as the son of god. Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity	Theme: The meanings of and the attributes shown by the 99 names of Allah and how a Muslim may want to show respect to these. Key Question: Who is God to Muslims? Religion: Islam	Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity	Theme: Events in the life of the prophet Muhammad their impact on and importance on Muslims today. Key Question: How important ist the Prophet Muhammad to Muslims? Religion: Islam	Theme: Introduction to what humanists believe including the Golden Rule, basic beliefs and the use of the Happy human symbol. Key Question: What do humanists believe? Religion: Humanism
PE	Outdoor- A1: Ball skills A2: Fitness indoor- A1 Gymnastics A2 - Dance		Outdoor-S1 Invasion games S2: Striking and Fielding Indoor - Target Games Fundamentals		Participate in a range of activities Outdoor- Athletics - Team Building Indoor- Net and wall	
Music	Great Fire of London In this unit, pupils explore dynamics, pulse, beat and rhythm using both stick and	Jupiter In this unit pupils will explore the instruments of the orchestra and the	Carnival of The Animals Using 'Carnival of the Animals' by Saint-Saens as a stimulus, pupils explore movements of the work and	Oceans This unit embeds pulse and rhythmic skills through performance, improvisation, listening and composition	Fantasy and Adventure In this unit, pupils use 'The Magic Flute' opera, by Mozart as a	Folksongs In this unit, pupils learn to sing and perform folk songs from around the

	<p>graphic notation and interpreting dynamic symbols. Pupils create music in response to a non-musical stimulus, sing and perform on instruments with a partner, in small groups and as a whole class ensemble and begin to develop knowledge and understanding of baroque music.</p>	<p>descriptive music of the Romantic period through the theme of space, specifically Jupiter. Pupils will be responding to music with increasing confidence. Recreating excerpts of the music exploring classroom percussion as a class and in small groups, before creating their own Jupiter hymn inspired school anthem.</p>	<p>how instrumentation, dynamics, tempo and pitch are used to convey different animals and the way they move. Pupils learn to explore some of the inter-related dimensions and use this in their singing, performing, improvisation and composing.</p>	<p>activities. Pupils will be given the opportunity to perform and compose using their bodies, voices and percussion instruments. They will also learn to read simple rhythmic notation including crotchets, paired quavers, minims and semibreves. They will explore instrumentation and how different instruments can be used to represent different aspects of the ocean. Pupils will have the opportunity to sing as part of an ensemble and to listen to and appraise their own and each other's work.</p>	<p>stimulus. This opera is full of 'fantasy and adventure.' The pupils will listen to the story and consider the evil queen and how music is used to convey her character. They will compose their own music to create atmosphere and tell a story with a developing understanding of pitch, dynamics and tempo.</p>	<p>British Isles. They identify features of folk music and explore amongst other musical ingredients: pulse, dynamics, pitch and texture. Pupils begin to understand the difference between rhythm and pulse. They explore dot notation and sing in a round and in parts.</p>
Art	<p>Art Project - London skyline (1666) Skills - painting, collage, gradient Medium - paint Artist - Jan Griffier</p>		<p>Art Project - Sketching Animals Skill Sketching, mark making, observation Medium Pencil Artist - Gary Hodges</p>		<p>Art Project - Dragon scales Skill - Drawing and painting Medium - mixed media - water colour, crayons, oil pastel, metallic pens, gold leaf. Artist - Liliya Rodnikova</p>	
Design and Technology		<p>Cooking - Making Bread Research Using prior knowledge of great fire of London as well as own research into making bread. Design</p>		<p>Structure - Make a swing Research - Look at different swings. Design - Design a swing using the most stable structure. Make - Select materials to make a swing.</p>		<p>Mechanisms - Catapults. Research - Prior learning during castles topic. Research as to what a mechanism is and how it makes the object move. Design - Plan and design their catapult</p>

		Plan ingredients and method to make the bread. Make Make bread following instructions.				including the mechanism. Make – Use lollysticks and elastic bands to create a catapult with a moving mechanism.
PSHE JIGSAW	Being me in my world Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Celebrating difference Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Dreams and Goals Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Healthy Me Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Relationships Different types of family Physical contact and boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Changing Me Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Trips and Experiences	Great Fire of London Workshop	Nativity	Animal Visit	Wooley Firs	Post SATs picnic	Windsor Castle