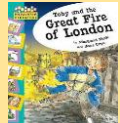




WHOLE SCHOOL BOOK CURRICULUM OVERVIEW

YEAR 2: AUTUMN TERM 2020		
<p><b>SCIENCE</b></p> <p><b>Use of everyday materials</b></p> <p>Identify and compare the uses of everyday materials, find out how solid objects made from some materials can be changed (by applying a force)</p> <p><b>Plants</b></p> <p>Observe and describe how seeds and bulbs grow, find out and describe how plants need water, light, and a suitable temperature</p>	<p><b>HISTORY</b></p> <p><b>The Great Fire of London</b> <b>Guy Fawkes, Black History Month</b></p> <p>Events beyond living memory that are significant nationally or globally, significant historical events, people and places in their own locality</p> <p><b>Black History: Explorers</b></p>	<p><b>GEOGRAPHY</b></p> <p><b>United Kingdom</b></p> <p>Revise countries in Europe name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the UK</p>
<p><b>ENGLISH</b></p> <p><b>SPAG</b></p> <p>Revisit Y1 SPAG</p> <p>Capital letters, nouns and adjectives, past and present tenses</p> <p>expanded noun phrases, correctly demarcated sentences</p> <p>Statements and exclamations</p> <p><b>Writing Outcomes</b></p> <p>recount, instructions, article, diary entry, poetry, retell a story</p>	<p><b>Toby and the Great Fire of London</b></p>   <p><b>Pumpkin Soup by Helen Cooper</b></p>	<p><b>MATHS</b></p> <p>Revisit y1 objectives</p> <p>Place Value</p> <p>Number</p> <p>Addition and Subtraction</p> <p>Multiplication and Division</p> <p>Money</p> <p>Reason &amp; Problem solving</p>
<p><b>RE</b></p> <p><b>Central Beds Agreed Syllabus</b></p> <p><b>How do we show we care for the Earth?</b> <b>Why does it matter?</b></p> <p><b>How and why do we celebrate significant times?</b> <b>What makes some celebrations sacred to believers?</b></p>	<p><b>Computer Safety</b></p> <p>Internet Safety</p> <p>gather information from a range of sources Use cameras, netbooks, iPads Use a range of websites and ICT programmes to retrieve digital content</p>	<p><b>MFL</b></p>

WHOLE SCHOOL BOOK CURRICULUM OVERVIEW

YEAR 2: Autumn Term 2020		
<p><b>ART</b> <b>Rita Greer</b> Tone, chalk, charcoal Collage: Tissue paper art to create 3D art Painting: Use a variety of brush sizes and types Colour: Identify primary and secondary colours by name Mix primary shades and tones (warm colours) Mix secondary colours Work on different scales</p>	<p><b>DT</b> <b>Medieval Houses</b> <b>Food and nutrition: Make bread</b> Generate ideas through drawing, plan and design their product, select from and use a wide range of materials and ingredients, evaluate their ideas against design criteria, build structures, exploring how they can be made stronger/ stiffer, stable, houses</p>	<p><b>MUSIC</b> <b>Historical songs and chants: Great Fire of London</b> use their voices expressively and creatively by singing songs and speaking chants and rhymes <b>Charanga</b> <b>Hands, Feet, Heart</b> <b>Ho, Ho, Ho</b> We will also listen with concentration and understanding to a range of high-quality live and recorded music.</p>
<p><b>PE</b> <b>Fundamentals, Ball Skills</b> <b>Gymnastics, Invasion Games</b> develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others, Running, jumping, throwing and catching Participate in team games</p>	<p><b>PSHE</b> <b>Health and Wellbeing, Relationships</b> <b>Living in the wider world</b> what constitutes a healthy lifestyle, to maintain personal hygiene, set simple but challenging goals, rules for and ways of keeping physically and emotionally safe including safety online, people who look after them, their family networks, who to go to if they are worried</p>	<p><b>VALUES</b> Confidence Kindness</p>
<p><b>British Values</b> <b>The Rule of Law</b> Voting for a new school council member. Setting up classroom rules. Go over whole school rules and behaviour policy. <b>Democracy</b> I can express and justify my opinion I know mine and others' views count Whole class voting session weekly.</p>	<p><b>WOW FACTOR</b> e.g. Fire station/Fireman visit, Autumn walk <b>FANTASTIC FINISH</b> e.g. making veg soup and picnic, supermarket visit</p>	<p><b>Awareness day/week dates</b> <b>International Literacy Day</b> Sept 8<sup>th</sup> <b>Roald Dahl Day</b> Sept 13<sup>th</sup> <b>MacMillian coffee morning</b> Sept 27<sup>th</sup> <b>Black History Month</b> October <b>Space week</b> Oct 7<sup>th</sup>-11<sup>th</sup> <b>World mental health day</b> Oct 10<sup>th</sup> <b>Remembrance day</b> Nov 11<sup>th</sup> <b>Anti bullying week</b> Nov 11<sup>th</sup>-15<sup>th</sup> <b>Children in need</b> Nov 15<sup>th</sup></p>

WHOLE SCHOOL BOOK CURRICULUM OVERVIEW

YEAR 2: SPRING TERM 2021		
<p><b>SCIENCE</b></p> <p><b>Living things and their habitats</b></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive, identify that most living things live in suitable habitats and describe how different habitats provide for the basic needs of animals and plants, identify and name a variety of plants and animals in their habitats, including microhabitats, food chain</p>	<p><b>HISTORY</b></p> <p><b>Robert Falcon Scott</b></p> <p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing the criteria for determining what makes a person significant.</p>	<p><b>GEOGRAPHY</b></p> <p><b>Continents</b></p> <p>Use maps and atlases Use simple compass directions and locational and directional language Name and locate the world's 7 continents and 5 oceans Identify hot and cold areas of the world in relation to the Equator</p>
<p><b>ENGLISH</b></p> <p><b>SPAG</b></p> <p>Revisit Autumn objectives Common exception words Questions and commands, subordinating conjunctions, apostrophes for possession, compound words, progressive tense</p> <p><b>WRITING OUTCOMES</b></p> <p>Information text, Instructions, poetry recounts</p>	<p><b>The Rainbow Bear by Michael Morpurgo</b></p>  <p><b>Zoo by Anthony Brown</b></p>	<p><b>MATHS</b></p> <p>Revisit Autumn objectives Multiplication and Division Statistics Properties of Shape Fractions Measurement: Length and Height &amp; Problem solving</p>
<p><b>RE</b></p> <p><b>Central Beds Agreed Syllabus</b></p> <p><b>What is 'good news' Christians believe Jesus brings?</b></p> <p><b>Judaism- What can we learn from sacred books and stories?</b></p>	<p><b>Computing</b></p> <p><b>Polar Bears</b></p> <p><b>Organise and create a simple presentation with image</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b>MFL</b></p>

WHOLE SCHOOL BOOK CURRICULUM OVERVIEW

YEAR 2: Spring Term 2021		
<p><b>ART</b></p> <p><b>Animal models</b> <b>Austin's Butterfly</b></p> <p>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination, develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><b>DT</b></p> <p><b>Habitat model</b></p> <p>Design and make a purposeful habitat: considering the needs of the animal, through drawing and labelling, select from a range of material. Evaluate their ideas and products against their design</p>	<p><b>MUSIC</b></p> <p><b>Rhythm and Pulse</b> <b>Charanga</b> <b>I wanna play in a band</b> <b>Zootime</b></p> <p>listen with concentration, use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and untuned instruments musically.</p>
<p><b>PE</b></p> <p><b>Dance, Fitness</b> <b>Team Building, Sending and Receiving</b></p> <p>Develop balance, agility and coordination perform dances using simple movement patterns</p>	<p><b>PSHE</b></p> <p><b>Health and Wellbeing, Relationships</b> <b>Living in the wider world</b></p> <p>to communicate their feelings to others, to recognise how others show feelings and how to respond, to resolve simple arguments, to contribute to the life of the classroom, to recognise what is fair and unfair, kind and unkind, what is right and wrong</p>	<p><b>VALUES</b></p> <p>Positivity Compassion</p>
<p><b>BRITISH VALUES</b></p> <p><b>Individual Liberty</b></p> <p>I am developing an awareness of my own needs, views and feelings, I can talk about how I feel I can be sensitive to and respect the feelings of others</p> <p><b>Mutual Respect</b></p> <p>Tolerance and diversity know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. everyone is unique.</p>	<p><b>WOW FACTOR</b></p> <p>e.g. <b>Animal dress up day, animal art day</b></p> <p><b>FANTASTIC FINISH</b></p> <p>e.g. <b>zoo visit, animal art gallery</b></p>	<p><b>Awareness day/week dates</b></p> <p><b>Chinese new year</b> Jan 25<sup>th</sup> <b>Road safety week</b> Feb 3<sup>rd</sup>-7<sup>th</sup> <b>Safer internet day</b> Feb 11<sup>th</sup> <b>World book day</b> March 5<sup>th</sup> <b>International women's day</b> March 8<sup>th</sup> <b>Science week</b> March 12th <b>Mother's day &amp; world water day</b> March 14th <b>World poetry day</b> 21<sup>st</sup> March <b>Fair trade May</b> 8<sup>th</sup> May</p>

WHOLE SCHOOL BOOK CURRICULUM OVERVIEW


YEAR 2: SUMMER TERM 2021		
<p><b>SCIENCE</b></p> <p><b>Animals including Humans</b></p> <p>notice that animals including animals have offspring, describe the basic needs of animals, inc humans for survival (water, food and air) describe the importance of exercise, balance diet and hygiene</p>	<p><b>HISTORY</b></p> <p><b>WILLIAM CAXTON</b> <b>TIM BERNERS-LEE</b></p> <p>develop an awareness of the past, know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods, understand some of the ways in which we find out about the past, changes within living memory, the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p><b>GEOGRAPHY</b></p> <p><b>Maps of local area / India</b></p> <p>develop understanding of their locality understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country</p>
<p><b>ENGLISH</b></p> <p><b>SPAG</b></p> <p>Revisit Spring objectives Commas to separate items in a list, coordination, adverbs with ly, forming nouns, using 'er', 'ness', forming adjectives, using "ful", 'less', 'er', 'est'</p> <p><b>Writing Outcomes</b></p> <p>postcard, letter, Reports, Narrative, recount, traditional tales, explanation texts</p>	<p><b>The Jolly Postman and Fairy Tales</b></p> <p><b>The Owl that was afraid of the Dark</b></p> <p><b>Fairy Tale Pets' by Tracey Corderoy and Jorge Martin</b></p> 	<p><b>MATHS</b></p> <p>Revisit Spring objectives Fractions Time Properties of Shape Mass and Capacity Reason &amp; Problem solving</p>
<p><b>RE</b></p> <p><b>Central Beds Agreed Syllabus</b></p> <p>Who is an inspiring person? What stories inspire Christian or Jewish people?</p> <p>Signs and symbols- The use of artefacts and symbolic religious behaviour.</p>	<p><b>COMPUTING</b></p> <p>Create and debug simple programs, use search technologies effectively</p>	<p><b>MFL</b></p>

WHOLE SCHOOL BOOK CURRICULUM OVERVIEW

YEAR 2: Summer Term 2021		
<p><b>ART</b> <b>Collage</b></p> <p>Produce creative work, exploring their ideas and recording their experiences</p>	<p><b>DT</b> <b>Textiles Owl puppets</b></p> <p>Design, make and evaluate Weaving, printing, fabrics and threads texture, length, size and shape, Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting * Cut and shape fabric using scissors/snips * Apply shapes with glue or by stitching * Apply decoration using beads, buttons, feathers etc * Create cords and plaits for decoration</p>	<p><b>MUSIC</b> <b>Recorders</b> <b>Charanga</b> <b>Friendship song</b> <b>Reflect, Rewind and Replay</b></p> <p>to experiment with, create, select and combine sounds using the inter-related dimensions of music, learn to play a musical instrument with basic music notation.</p>
<p><b>PE</b> <b>Net and Wall, Invasion games</b> <b>Athletics, Striking and fielding</b></p> <p>participate in team games, developing simple tactics for attacking and defending running, jumping, throwing and catching</p>	<p><b>PSHE</b> <b>Health and Wellbeing, Relationships</b> <b>Living in the wider world</b></p> <p>change and loss and the associated feelings, about growing and changing and new opportunities and responsibilities that increasing independence may bring, to recognise that they share a responsibility for keeping themselves and others safe, what improves and harms their local, natural and built environments and about some of the ways people look after them</p>	<p><b>VALUES</b></p> <p>Tolerance Self Belief</p>
<p><b>BRITISH VALUES</b> <b>Tolerance for those of different faiths and beliefs</b></p> <p>To ensure that all children learn about the main religions and teach respect and understanding for the cultures, beliefs, opinions and traditions or others. Class assemblies also help to contribute to the knowledge of special occasions, beliefs and customs. Additionally, Equality and Diversity Days give children the opportunity to enhance their understanding of</p>	<p><b>WOW FACTOR</b> e.g. Nocturnal animals visit</p> <p><b>FANTASTIC FINISH</b> e.g. zoo/safari trip, animal craft activities, fairy tale tea party, local walk postman's route</p>	<p>Awareness day/week dates <b>St Georges day April 23<sup>rd</sup></b> <b>VE day May 8<sup>th</sup></b> <b>Walk to school week June 18<sup>th</sup> – 22<sup>nd</sup></b> <b>Healthy eating week June 8<sup>th</sup> – 12<sup>th</sup></b></p>

## WHOLE SCHOOL BOOK CURRICULUM OVERVIEW

their place in a culturally diverse society

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