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| **Class 2**  **Curriculum Overview**  **Year B** | | | |
|  | **Topic 1**  Around The World | **Topic 2**  Once upon a time…. | **Topic 3**  Sailing the salty seas…. |
| Visit/Event/ Festival | Hook Day? | Visit Peveril Castle  Whole school banquet? | Treasure island on the playground |
| Enrichment  ECO/Safety/Outdoors/  Special Day/Festival  etc. | Walk to school week  Anti-bullying week  Children in Need  Harvest Service  Black History Month  Christmas Service  Fire Service visit  Forest School every Friday | Fairtrade Fortnight  Sport Relief  Mother’s Day  Easter Service   |  | | --- | |  | | Treasure Island on the playground  St George’s Day  Father’s Day  Leaver’s Service |
| **Core Subjects** | | | |
| Literacy  Handwriting – throughout all lessons  Discrete lesson 1x per week. | During this topic, we will be using many fiction and non-fiction texts. The children will be using these as a stimulus to write labels, lists, instructions, character and setting descriptions and write their own stories. We will write postcards, design story maps and listen to stories and folk tales from around the world. We will learn how to use punctuation correctly, how to use sentences with different forms- statements, questions and commands. We will learn how to use capital letters for places and names, use conjunctions to join sentences. There are many animals to learn about and during literacy and science we will create information booklets about the animals from around the world for the reception class to read using adjectives to imagine and describe. We will also create riddles about the different animals we have learnt about. Phonics, spelling and grammar will be taught daily. | We will use many traditional tales to study characters and settings, sequence events, tell oral stories and plan new versions of old favourites. The children will use story maps to retell tales and write a story based on a traditional tale using adjectives and compound sentences. The children will also look at traditional tales from a variety of cultures, learning how to use story language and create interesting endings. They will listen to, read a range of poems, and learn how to recite their favourite. We will be finding out about famous Kings and Queens and the many different people that lived in a castle. The children will use their imagination and write a diary entry describing their life in a castle. | During this topic, we will be using many fiction and non-fiction texts. The children will be using these as a stimulus to write labels, lists, instructions, character and setting descriptions and write their own stories. We will practise giving and receiving instructions with links to numeracy and computing. The children will write their own instructions using bossy verbs for Pirate Pete to reach his treasure and how to make ‘pirate grog.’ We will research life on board a pirate ship, draw, label and write captions to tell others about it. The children will also apply for a job on board…  We will design and write a poster describing Pirate Pete, using expanded noun phrases. The children will write in full sentences with capital letters, full stops and exclamation marks. We will learn pirate poems by heart and during our science work we will write senses poems. |
| **Numeracy**  **Abacus Scheme** | **Y1 Strands**  Number and place value  Mental addition and subtraction  Problem solving, reasoning and algebra  Mental multiplication and division  **Geometry: properties of shapes** -Recognise, name and describe squares, rectangles, circles and triangles; recognise basic line symmetry; sort 2D shapes according to their properties, using Venn diagrams and Carroll diagrams  **Geometry: position and direction-** Describe position and direction using common words (including half turns); compare lengths and heights; estimate, compare and measure lengths using uniform non-standard and standard units  **Y2 Strands**  Number and place-value  Mental addition and subtraction  Mental multiplication and division  **Geometry:** properties of shapes - Sort 2D shapes according to symmetry properties using Venn diagrams, identify right angles and sort shapes using Venn diagrams, recognise squares, rectangles, circles, triangles, ovals and hexagons, investigate which tessellate, sort shapes and objects using a two-way Carroll diagram  Statistics  **Geometry**: Understand and use terms and vocabulary associated with position, direction and movement;  **Measurement** lengths using uniform units; Begin to measure in centimetres and metres  Fractions, ratio and proportion  Problem solving, reasoning and algebra | **Y1 Strands**  Number and place value  Mental addition and subtraction  Problem solving, reasoning and algebra  Mental multiplication and division  **Geometry:** Name, recognise and know the properties of 3D shapes: cube, cuboid, cone, cylinder and sphere; begin to sort 3D shapes according to properties;  **Measurement** order and name the days of the week and months of the year; recognise and name the seasons  Fractions, ratio and proportion  **Measurement** – time, length  **Y2 Strands**  Number and place value  Mental addition and subtraction  Problem solving, reasoning and algebra  **Measurement**  **Geometry:** Recognise and identify properties (including faces and vertices) of 3D shapes; sort according to properties including number of faces; name the 2D shapes of faces of 3D shapes;  **Measurement** Tell the time to the nearest quarter of an hour using analogue and digital clocks; understand the relationship between seconds, minutes and hours  Mental multiplication and division  Fractions, ratio and proportion  **Statistics** - interpret and complete a pictogram or block graph where one block or symbol represents one or two things and use a tally chart;  **Measurement** Recognise all coins, know their value, and use them to make amounts; recognise £5, £10, £20 notes | **Y1 Strands**  Number and place value  Mental addition and subtraction (MAS); Problem solving, reasoning and algebra  **Measurement**- Compare weights and capacities using direct comparison; measure weight and capacity using uniform non-standard units; Money  Statistics  Mental multiplication and  Fractions, ratio and proportion  **Measurement -** Tell the time to the half hour and quarter hour on analogue clocks and begin to read these times on digital clocks;  **Y2 Strands**  Number and place value  Mental addition and subtraction  Problem solving, reasoning and algebra  **Measurement/Statistics -**Measure weight using standard or uniform non-standard units; draw a block graph where one square represents two units; weigh items using 100g weights using scales marked in multiples of 1kg or 100g; measure capacity using uniform non-standard units; measure capacity in litres and in multiples of 100ml  **Measurement -**Measure and estimate lengths in centimetres; tell the time involving multiples of 5 minutes past the hour and 5 minutes to the hour; tell time to 5 minutes; begin to say the time 10 minutes later |
| **Science** | **Plants** | **Animals including humans** /**Living things and their habitats** | **Everyday Materials** |
| **Y1**  **Forest School**  Use our school grounds to identify wild flowers, plants, seeds and learn about deciduous and evergreen trees – learn about the structure of a tree.  **Y2**  **Forest School**  Observe bulbs, learn about them and plant a variety in the school grounds (near new fence) Observe their growth throughout the year – what do they need to grow into healthy plants? | **Y1**  All about EGGS!  Did we hatch out of an egg? We will learn all about groups of animals describing and comparing the structure of them and grouping them according to what they eat.  (Dragon egg!)  **Y2**  Are eggs alive? We will explore the differences between things that are living , dead and things that have never been alive  Children willdiscuss how animals have offspring that grow into adults and think about how they as children have changed since they were babies. We will look at the human life cycle/lifecycle of a chicken. | **Y1**  Pirate Treasure! The children will discover a selection of treasure left by the pirates. Can we describe the treasure? Can they name the material the items of treasure are made from? How could we sort the treasure for the pirates? Can we help design a treasure chest that will keep the treasure safe and dry?  **Y2**  The children will explore the properties of materials and think about their suitability for particular purposes. ‘Swab the decks’ explore the properties of different kitchen papers and disposable cloths. Rise to the challenge of mopping water from the floor. Which paper is the most absorbent? Which will be the best for mopping up the spillage? |
| **SEASONS Living things and**  **their habitats** |  | **Animals including humans** |
|  | Ongoing throughout the year – in the appropriate season - Study plant changes (Apple tree in the garden)  Weather through the seasons.  **Y2**  The children will identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on one another. We will also investigate simple food chains. | **Y1**  The children will learn all about the human body. We will identify and label the basic parts.  **Y2**  What do we need to survive? We will find out about the basic needs of animals including humans for survival. | Visit the treasure island for a ‘senses scavenger hunt’ The children will explore the island using their senses.  **Teeth** … why did pirates have missing/black teeth?  Give out toothbrushes and toothpaste from LA  **Y2**  The children will explore the basic needs for humans and what they might need in order to survive as a pirate. We will look at the the pirate lifestyle and describe the importance for exercise, healthy diets, eating the right amounts different foods and hygiene. |
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| **Foundation Subjects** | | | |
| **Art** | Our topics will provide the children with opportunities to become equipped with the skills and knowledge to experiment invent and create their own works of art, craft and design. The children will develop a wide range of art and design techniques in using colour, pattern, texture, line, form, shape and space. We will look at the work of a range of artists, craft makers and designers.  Self Portraits, , Jackson Pollock –Yellow Islands, /settings- link to artist Paul Klee- Castles in the sun, designing royal wallpapers, using watercolours. Look at the work of Andy Goldsworthy in Forest School. | | |
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| **Design and Technology** | All of our topics include a’ design, make and evaluate’ project. Through practical activities, the children will gain the knowledge, understanding and skills needed to engage in these projects. They will have the opportunity to select and use a range of tools and equipment and materials. Junk model houses- a street in London – Pudding Lane, design and make a galimoto –a toy vehicle from Malawi, create fairy-tale landscapes with levers and pivots, castles with pulley drawbridges, dragon hand puppets and enjoy baking and cooking opportunities linked to topic/science – plan a pirate party menu. | | |
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| **Geography** | **Locational Knowledge**  We will start with our ‘Hook Day’ where we will fly all around the world and visit a place from each continent. From there we will focus in on the UK and learning about our capital. From London, we fly out with our passports around the world learning about the different continents, naming and locating them on a world map. We will take a closer look at some of the countries within the continents learning about the weather, people and animals, and sampling, food and culture along the way.  **Place Knowledge**  We will look at Peru and locate it in relation to the equator. Look at the seasons of the UK and compare to Peru; does Peru have seasons just like us?  **Geographical skills and fieldwork.**  The children will be introduced to new locations and new human and physical features-   1. Identify in photographs 2. Identify in aerial photographs 3. Identify on a map 4. Locate on a map of the UK and the world 5. Describe a location in relation to other places 6. Locate in an atlas 7. Visit in real life of possible | **Locational Knowledge**  The children will learn about the countries, and capital cities that make up the UK. We will take a tour of each country, sampling foods, identifying flags, songs, flowers etc.  We will locate different castles on a map and look at their surroundings. Where were castles built?  Why were they built there? What physical features of the land do we notice?  **Geographical skills and field work**  Use a map to learn about the UK the four nations and our British Values.  The children will be introduced to new locations and new human and physical features-   1. Identify in photographs 2. Identify in aerial photographs 3. Identify on a map 4. Locate on a map of the UK and the world 5. Describe a location in relation to other places 6. Locate in an atlas 7. Visit in real life of possible | **Locational Knowledge**  In this topic, the children will develop knowledge about the world by sailing the salty seas! We will find out how countries were discovered and learn about Christopher Columbus. The children will identify the seven continents, five oceans and discover where famous pirates sailed.  **Human and Physical Geography**  Use basic geographical vocabulary to refer to key physical features – beach, cliff, coast, mountain, hill, sea, valley  The children will look at weather patterns in the United Kingdom and compare them to South America. The children will create travel scrapbooks to compare our local area to the Caribbean. They will send a postcard home describing the Caribbean  **Geographical skills and field work**  Use world maps atlases and globes to identify continents and oceans  Devise simple treasure maps constructing symbols in a key  Use simple compass directions and directional language to describe the locations of features on their treasure maps.  Use directional language to describe locations and features on maps |
| **History** | We will develop an awareness of the past, using common words and phrases relating to the passing of time. The children will learn how we find out about the past using books and the internet. In each topic, we will study significant individuals from the past… | | |
|  | We will learn about the Great Fire of London. We will compare ‘old and new’ London. How has London changed? The children will explore the differences in the ways that people lived in different periods. We will use research skills to find out about the life of Samuel Pepys use all of our research to write a diary entry, imagining they were an eyewitness and detailing some key events of the Great Fire of London. | When were the first castles built? How do we know about the Normans and the Battle of Hastings? The children will explore the lives of famous Kings and Queens – in particular Elizabeth 1 and Queen Victoria. | The children will investigate the life of famous explorer Christopher Columbus and his achievements. We will also look at some famous pirates – Blackbeard and Anne Bonny.  As part of our science work, we will complete a unit on the 100 years of food, looking at changes within living memory. This will include understanding historical concepts such as continuity and change and identifying similarities and differences between ways of life in different periods. |
| **Computing** | **Multimedia and word processing**  Pupils will learn how to use a paint program. The children will use a simple publishing program to create information leaflets and make simple fact files about the famous people/events we have studied in this topic.   * *Develop familiarity with the keyboard – spacebar, backspace, shift, enter, to provide text on screen that is clear and error free* * *Select appropriate images and develop basic editing skills including different presentational features (font size, colour and style* * *Add text to photographs, graphics (images) and sound e.g. captions, labelling and simple sentences through the use of e.g. 2create A Story*   ***Graphics***   * *Use a paint package to create a picture to communicate* their ideas * Explore shape, line and colour to communicate a specific idea | **E-safety**  Pupils will learn how use technology safely and respectfully, keeping personal information private. The children will learn where to go for help and support if they have concerns about the things they see on the internet. **(link to Lit – posters for e-safety)**  **Handling data**  As part of our science the children collect information about animals   * Understand that ICT can create and modify charts quickly and easily * Use pictogram software to represent and interpret simple data * Use a pictogram to create and help answer questions | **Programming**  The children will learn how to create and debug simple programs using BeeBot and treasure maps.   * Explore a range of control toys and devices * Follow instructions to move around a course * Create a series instructions to move their peers around a course * Explore outcomes when individual buttons are pressed on a robot * Explore an on screen turtle ( or Bee BOT) navigate it around a course or grid   Have experiences of controlling other devices such as sound recording devices, music players, video recording equipment and digital cameras |
| **Music** | Music will be linked to the topic where appropriate – singing songs, speaking chants and rhymes. Y1 will play a wide range of percussion instruments musically and Y2 will learn how to play the recorder. Use the new model music curriculum to inform planning and to embed skills, knowledge and understanding through singing, listening, composing and performing. | | |
| **PE** | **Gymnastics**  Master basic movements, developing agility and coordination and balance using small and large apparatus  **Dance**  Active Tameside coach for the first term. | **Games**  Master basic movements – including running, jumping, throwing and catching – apply in a range of activities  **Dance**  BBC – time to move British Folk Dances Knights/Castles and Dragons | **Team Games**  Master basic movements and participate in team games developing simple tactics for attacking and defending  **Dance**  -Pirate Jigs  Work in small groups to create a pirate jig, ready to perform at the Pirate Party |
| **PSHE MATTERS**  **What I have learnt in PSHE booklets!** | **Modules/Core Themes**  **Difference and Diversity-Living in the Wider World**  -understanding that they belong to different groups  -identifying ways in which they are unique  -sharing opinions on things that matter using discussions  -identifying and respecting the differences and similarities between people.  **Bullying Matters –Relationships**  **-**recognise how behaviour can affect others  -listen to others and work cooperatively  -identifying that people’s bodies can be hurt  -recognise when people are being unkind and who to tell and what to say  -identify different types of teasing and bullying, to identify that these are wrong and unacceptable  -identify strategies to resist teasing/bullying | **Modules/Core Themes**  **Being Responsible –Living in the Wider World**  - identify how to contribute to the life of the classroom and the school  -construct and explore the importance of rules ( link to RE – Kingdom of God and Kings s Queens)  -explore that everyone has rights and responsibilities  -identify what improves and harms their environments  - recognise what is fair/unfair, right/wrong, kind/unkind  **Being Safe – Health and Wellbeing (link to e-safety)**  -identify household products are hazards if not used properly  -explore rules for keeping safe in a range of situations  -know who to go to if they are worried  -recognise that they share responsibility for keeping themselves and others safe  - explore what privacy is  -understand why rules are important in keeping us safe  -identify people who work in the community and how to ask for help. | **Being Healthy-Health and Wellbeing**-  -explore what a healthy lifestyle means and identify the benefits  -identify what it is to keep healthy  -recognise likes/dislikes  -recognise choices can have good/not so good consequences  -set simple goals  -recognise the importance of personal hygiene  -develop simple skills to help prevent diseases spreading.  **Drug Education**  -explore the importance of mental and emotional health  -explore how to make informed choices  -understand the role of drugs as medicines  -identify alternatives to taking medicines  -identify that household products can be harmful if not used properly  -identify rules and ways for keeping safe  -recognise they have a shared responsibility for keeping themselves and others safe. |
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| **RE** | **God/Incarnation**   * Why is the idea of God the creator important to Christians? * What do some stories in the Bible teach about God * The Nativity – What can be learnt about Jesus from the Nativity Story? * What does the visit of the magi tell Christians about Jesus? | **The Kingdom of God**  **Salvation/ Resurrection**   * What did Jesus say about the Kingdom of God? We will read and explore the ‘Parable of the Mustard Seed. * Why did Jesus teach his disciples to pray the Lord’s Prayer? The children will learn the Lord’s Prayer and discover what Jesus may have been trying to teach. * How is the cross an important symbol for Christians? * What do Christians believe about salvation (being rescued/ found) * Why is the resurrection story important for Christians? | **Judaism/Holy Spirit**   * Why is Joseph important to Jewish people? * How do Jews show love for God in everyday life? * Why is the escape from Egypt important to Jewish people? * How did the Holy Spirit change the disciples after the Day of Pentecost? * What do Christian symbols teach about the Holy Spirit? |