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| **Class 2****Curriculum Overview****Year 2018/2019** |
|  | Topic 1Around the world in 80 days | Topic 2Dinosaurs | Topic 3In the garden |
| Visit/Event/ Festival | Passport Day!Chester zoo visit |  |  |
| EnrichmentECO/Safety/Outdoors/Special Day/Festivaletc. |  Walk to school weekAnti-bullying weekChildren in NeedHarvest ServiceChristmas ServiceFire Service visitForest School every Friday | Fairtrade FortnightSport ReliefMother’s DayEaster Service

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 | St George’s DayFather’s DayLeaver’s Service |
| Core Subjects | Core Subjects |
| LiteracyHandwriting – throughout all lessonsDiscrete 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 begin by learning about the amazing adventures of Phileas Fogg. 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 different fiction and non fiction texts to explore and research the topic of dinosaurs helping us to become experts. The children will write simple information texts using features of non-fiction to make booklets and posters about dinosaurs.We will write instructions for a process of making our puppets and dioramas. The children we also have a ‘mystery’ to solve, they will become reporters for the Tintwistle Newspaper and report on what has happened in school. The y will learn about different types of sentences- questions, statements, commands and exclamations. We will build on our work on punctuation using question marks and exclamation marks correctly. The children will create their own stories adding lots of detail to make them interesting and exciting.We will continue with our daily phonics and spelling and grammar sessions.  |  |
| Numeracy**Abacus Scheme**  | **Y1 Strands** Number and place value Mental addition and subtraction Problem solving, reasoning and algebraMental 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 diagramStatistics **Geometry**: Understand and use terms and vocabulary associated with position, direction and movement; **Measurement** lengths using uniform units; Begin to measure in centimetres and metresFractions, ratio and proportionProblem 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 seasonsFractions, 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; MoneyStatistics 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**SEASONS –** ongoing throughout the year – in the appropriate season - Study plant changes/weather through the seasons. **LONGDENDALE**Children will identify & name a variety of common wild & garden plants, including trees. They will name & draw the main parts of a range of plants | **Animals including humans/habitats** | **Animals including humans/living things** | **Plants** |
| **Y1/ Y2**We will research the animals from around the world and learn how to group them. We will also look at why habitats are important and why animals choose certain habitats. We will make comparisons between animals that we find here and from faraway lands and investigate simple food chains.  | **Y1**We will learn all about our bodies and our senses naming, drawing and labelling the basic parts. We will look at skeletons- ours and of different dinosaurs! We will learn about carnivores, herbivores and omnivores and group dinosaurs accordingly.  | **Y2**The year 2s will look at how they have changed since year 1! We will explore what happens as we grow and look at the human lifecycle. Our mystery egg will help us investigate the lifecycles of animals… what hatches from an egg? We will find out what we and animals need to survive and distinguish between things that are living, dead and things that have never been alive.  | **Y1**The children will grow their own flowers and vegetables from seed and harvest the food to eat! During the growing process we will look at the structure of common plants. ***(Link to healthy food)******Identify and name a variety of garden plants.***  | **Y2**Children will observe inside seeds and bulbs and describe how they grow into mature plants. They will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Find seeds in the local env***i***ronment. (Healthy eating link – Animals including humans) |
| **Seasonal Changes**  | **Materials** |   **Living things and their habitats** |
| We will be observing our school grounds as they change across the seasons. We will observe closely and record our findings in drawings and charts. During our Forest School sessions we will set up a weather station, and observe and describe the weather associated with the seasons |  |  | The children will investigate micro-habitats through exploration of the school grounds. We will observe closely and gather and record data about the minibeasts we find.  |
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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, Monet, Van Gogh, Andy Goldsworthy sculptures, clay fossils- investigating printing and textures.  |
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| Design and Technology | All of our topics include a’ design, make and evaluate’ project. Through practical activities the children will be taught 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 vehicle, dinosaur dioramas with sliding parts and dinosaur hand puppets. We will also be creating some fabulous food from around the world as well as some dishes prepared from produce we have grown ourselves.  |
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| Geography | **Locational Knowledge** We will start by learning about London, the start of Fogg’s adventure. The children will learn about the countries and their capital cities that make up the UK . We will track Fogg’s journey and follow him around the world learning about the continents and oceans of the world. **Place Knowledge**We will compare our country to one that Fogg travels to, understanding the differences and similarities between the two. **Human and Physical Geography** Identify seasonal daily weather patterns in the UK and the cold areas of the world. **Geographical skills and field work**Use a map to learn about the UK the four nations and our British Values. Devise simple maps constructing symbols in a key Use simple compass directions and directional language to describe the locations of features on the maps. | **Human and Physical Geography** Use basic geographical vocabulary to refer to key physical features – ocean, sea, coast weather, volcano, vegetation**Geographical skills and field work**Use world maps atlases and globes to identify countries, continents and oceans | **Geographical skills and fieldwork**The children will use simple fieldwork and observational skills to study the geography of our school and design a garden using our grounds for inspiration.  |
| 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.  |
|  | We will learn about the Great Fire of London. We will compare ;’old and new’ London. How has London changed? To understand differences between the ways that people lived in different periods. To use research skills to find out about the life of Samuel Pepys. We will then 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.  | The children will learn how to place events and animals in chronological order using timelines They will recognise why events happened and what happened as a result . We will use secondary sources to answer questions about Dinosaurs.  |  |
| Computing | **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)** **Programming**The children will learn how to create and debug simple programs using BeeBot.* 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
 | **Multimedia and word processing**Pupils will learn how to create dinosaur landscapes using a paint program. The children will use a simple publishing program to create information leaflets all about dinosaurs.* Develop familiarity with the keyboard – spacebar, backspace, shift, enter, to provide text on screen that is clear and error free
* Select appropriate images 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
* Talk about their use of a paint package and their choice of tools
 | **Handling data** As part of our science the children collect information about minibeasts. * 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
* Create a database to identify minibeasts.
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| 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.  |
| PE | **Games** Master basic movements – including running, jumping, throwing and catching – apply in a range of activities **Dance**Perform dances using simple movement patterns – Active Tameside  | **Gymnastics** Master basic movements, developing agility and coordination and balance using small and large apparatus - Circus Skills Unit to introduce and embed fundamental skills. **Dance** Perform simple dances using movement patterns and sequences. Work with others- partners and small groups to choreograph own dances to perform for others. Carnival of Animals and Time to Move dance programme- Time of the dinosaurs.  | **Team Games**Master basic movements and participate in team games developing simple tactics for attacking and defending **Dance**  |
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| PSHE | **We use SEAL and R-time activities to help the children’s spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.** Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys).Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest). They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely). They can explain that people grow from young to old.Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell |
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| RE | **Christianity God/Jesus*** as love – importance of our families/friends/school community/who am I, my uniqueness.
* as a loving parent/teacher/healer
* as creator of the world - linked to caring for each other, the community and

the world. Discussing and reflecting on the importance of everything that has been created Celebrating Harvest/Christmas – listening and responding to stories about Jesus. | **Judaism** * Understand that Judaism is a religion and that Jews are the followers of the religion
* Recognise special symbols and artefacts – The star of David
* Learn about the Torah and understand why it is important.
* Listen to stories and lessons from the Torah- The Ten Commandments
* Learn about special people- Moses
* Find out about special times and festivals
* Recognise the Synagogue as a special place for worship.
 | **Christianity** |