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| **Class 2**  **Curriculum Overview 2019/2020**  **Year B** | | | | | | | |
|  | Topic 1  Out of this World | | | Topic 2  Fairy-tales/Kings and Castles | | Topic 3  Pirates | |
| Visit/Event/ Festival | Jodrell Bank?  Space Dome? | | |  | | Visit from a pirate and creating a 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  Christmas Service  Fire Service visit  Forest School every Friday | | | Fairtrade Fortnight  Sport Relief  Mother’s Day  Easter Service   |  | | --- | |  | | | 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 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. Our non- fiction work will involve researching famous astronauts and creating fact files about them. We will learn about the solar system and produce information booklets. Our featured author will be Oliver Jeffers, we will share his stories and use them to help us write our own space adventure story! 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 and 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. They will also create a diary of a seed in science. | | 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  **SEASONS –** ongoing throughout the year – in the appropriate season - Study plant changes/  weather through the seasons. | **Materials** | | | **Animals including humans** | | **Living things and their habitats** | |
| **Y1**  Children will explore commonly found materials- they will examine samples from the spaceship crash! They will identify, name and describe some of their properties. | **Y2**  Children will identify and compare the suitability of some everyday materials for particular uses. We will think about suitable materials for making a space rocket. | | **Y1**  All about EGGS!  Did we hatch out of an egg? In this unit, the children will explore how humans grow, learn about the human body and the senses and construct our own personal timelines. | **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** | **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. |
| **Plants** | | | **Materials** | | **Animals including humans** | |
| **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. | **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? | | We will further investigate the properties of materials- in particular – build the strongest castle. | The Y2 children will investigate how the shapes of solid objects can be changed –through twisting, bending, melting and freezing**.** | We will discover which animals live below the seven seas and on desert islands. The children will identify and name a variety of common animals. They will describe and group them. | 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 of different foods and hygiene. |
| Begin to observe the changes across the seasons – apple tree observations in Winter/Spring/Summer/Autumn | | |
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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, Peter Thorpe, Pirate Collage, Jackson Pollock –Yellow Islands, /settings- link to artist Paul Klee- Castles in the sun, designing royal wallpapers! | | | | | | |
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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.  Pirate boats, space rockets, fairy-tale landscapes with levers, castles with pulley drawbridges, hand puppets, baking and cooking opportunities linked to topic/science. | | | | | | |
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| Geography | We will look at the planet Earth and locate our country, our county and our village.  **Geographical skills and field work**  Use simple fieldwork and observational skills to study the geography of our school and the grounds  **Human and Physical Geography**  Use basic geographical vocabulary to refer to human features city, town, village, factory, farm house, port, shop and identify which features are typical of Tintwistle. | | | **Locational Knowledge**  The children will learn about our capital and the countries and their 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? Discuss the physical features of the land | | **Locational Knowledge**  In this topic the children will develop knowledge about the world.  We will find out how countries were discovered- and learn about Christopher Columbus.  The children will identify the seven continents and five oceans and discover where famous pirates sailed to.  **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.  **Geographical skills and field work**  Use world maps atlases and globes to identify countries, 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. | | | | | | |
|  | We will study Neil Armstrong and Katherine Johnson and their achievements and look at timelines to understand where people fit chronologically. | | | The children 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 take a look at some famous pirates – Blackbeard and Anne Bonny | |
| Computing | **Multimedia and word processing**  Pupils will learn how to create planets using a paint program. The children will use a simple publishing program to create information leaflets about Neil Armstrong/Katherine Johnson and the planets.   * 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. | | | | | | |
| PE | **Gymnastics**  Master basic movements, developing agility and coordination and balance using small and large apparatus  **Dance** | | | **Games**  Master basic movements – including running, jumping, throwing and catching – apply in a range of activities  **Dance**  BBC – time to move  The Elves and the Shoemakers  The Kings new clothes  Minibeasts | | **Team Games**  Master basic movements and participate in team games developing simple tactics for attacking and defending | |
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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 | **God/Cretaion/Incarnation**   * God the Creator – the natural world and how to look after it. * How did Adam and Eve spoil creation in Genesis? * Ways Christians look after the local area * 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/Forgiveness**   * 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. * We will learn about the story of Jonah and the Lord’s Prayer on forgiveness. | | **Judaism**   * 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? | |