



Curriculum overview Year 2

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Topic Question	Why should the lonely beast stay in Cherry Hinton?	What's the difference between William the conquerors life and your own?	What is it like in the Arctic?	How have we stayed healthy both in the past and now?	Why do trees and plants matter?	Cape town or Cambridge?
Visits	Local area – Cherry Hinton Hall	Mountfitchet castle	Visit Mill Road Mosque	Cherry Hinton hall- Trees matter.	Wicken Fen	Cherry Hinton Hall
Key texts	The Lonely Beast	The Knight at Dawn Rapunzel	The Snail and the Whale Arctic Animals Ice Bear	Life of Florence Nightingale Keeping Healthy	Jim and the beanstalk The Last Wolf Haiku Poems	The Hunter
ENGLISH	Retell of a story. Information text about local area.	Rapunzel-character Instruction writing. Information text about castle times.	Diary of the snail. Non chronological report about arctic animals. Animal Riddles/Poems	Keeping Healthy leaflet Diary of Florence Nightingale and information about Edith Cavell. Instruction writing.	Traditional tales Additional problem to the story. Haiku Nature poems	Alternative version Of a story from another culture. Brochure about South Africa.
Grammar	Capital letters and full stops Question Marks Adjectives to describe nouns Conjunctions and but Past and present tense.		Capital letters and full stops Exclamation marks Commas in lists Subordination because so if when		Revision verbs nouns adjectives apostrophes of possession apostrophes for contractions editing and proof reading	
MATHS	Place value Addition and subtraction	Addition and Subtraction Money Multiplication and division Statistics	Division Measurement Fractions Time	Time Properties of shape Money Mass, Capacity and Temperature	Place value (recap) Addition and subtraction (recap) Multiplication and division (recap) Shape	Position and direction Four operations

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<p>SCIENCE</p>	<p><u>Local area habitats plants and minibeasts.</u></p> <p>To explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>To identify and name a variety of plants and animals in their habitats, including micro-habitats</p>	<p><u>Everyday Materials</u></p> <p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, by identifying and exploring the uses and purposes of different materials.</p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, by changing the shape of objects.</p>	<p><u>Living things in their habitats</u></p> <p>-desert/polar Microhabitats</p> <p>To describe the basic needs of animals for survival (water, food and air) and how they adapt.</p> <p>To identify and name a variety of plants and animals in their habitats, including micro-habitats</p>	<p><u>Humans-healthy lifestyles</u></p> <p>To find out about and describe the importance for humans of eating the right amounts of different types of food, by exploring food groups</p> <p>To describe the importance for humans of exercise, by finding out why humans need to exercise</p> <p>To describe the importance for humans of hygiene, by learning about good hygiene habits.</p>	<p><u>Plants-Life and living processes</u></p> <p>To observe closely using simple equipment by recording observations of a variety of growing plants. To observe and describe how seeds and bulbs grow into mature plants by planting seeds and bulbs.</p> <p>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy by comparing the growth of seedlings under different conditions.</p> <p>Diary: Bean growth</p>	<p><u>Animals-</u> life cycles Habitats –African animals Food chains Animals and their babies</p> <p>To notice that animals have offspring by describing the changes to animals as they grow and change 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 Describe humans as they grow and change</p> <p>Explanation text: life cycle of a frog/how a bee make honey.</p>
<p>GEOGRAPHY</p>	<p>Mapping the local area Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map To use world maps, atlases and globes to identify the United Kingdom and its countries.</p>		<p><u>Continents and oceans.</u></p> <p>To understand the location of hot and cold areas of the world in relation to the equator and North and South Pole. To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage,</p>		<p><u>Mapping the grounds.</u></p> <p>Looking at the local area and our surroundings. Creating a simple key in order to identify certain features. Use simple compass directions, locational and directional language in order to describe the features and route on a map.</p>	<p>Similarities and differences of human/physical geography in small area of UK-Cambridge and a small area of Africa-Cape town. Non-European country To use basic geographical vocabulary, in the context of coastal/ seaside locations and locations relevant to the children themselves.</p> <p>To use world maps, atlases and globes to identify the United Kingdom, as well as</p>



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			To ask geographical questions in the context of different world areas.			countries, continents and oceans.
HISTORY	<p><u>History of Local area</u> To know and understand key features of life beyond living memory. Thinking about the changes to Cherry Hinton – looking at old photos and exploring the differences between then and now.</p>	<p><u>Famous person: William the Conqueror</u> To develop an awareness of the past. The lives of significant individuals in the past who have contributed to national and international achievements. William the Conqueror</p> <p>To know and understand key features of life beyond living memory. To understand how we find out about events in the past. Battle of Hastings Bayeux Tapestry</p>		<p><u>Famous person: Florence Nightingale and Edith Cavell</u> To sequence events from the life of Florence Nightingale and to work out how long ago she lived. To recount Florence Nightingales life, looking at what they did earlier and what they did later. To explain why Florence Nightingale and Edith Cavell acted in the way that they did. To research the International nurse’s day May 12th, looking at why it happens and how it commemorates Nightingales birth.</p>		
RE	Who made the world? Understanding Christianity Digging deeper	1.3Why does Christmas matter to Christians? Understanding Christianity Digging Deeper	How do some Muslims show Allah is compassionate and merciful? Emmanuel Project	1.5Why does Easter matter to Christians Understanding Christianity (Digging Deeper)	What is the good news that Jesus brings? Understanding Christianity (Digging Deeper)	Why is the Torah such a joy for the Jewish community? Emmanuel Project
DT		<p><u>Moving parts on your castle.</u> Looking at the features of a castle. Thinking about the areas that move. To identify what materials would be a good choice when making a castle. To be able to make a moving part on a castle using the</p>		<p><u>Design a healthy meal.</u> To identify what a healthy meal is. To plan and create a healthy meal that would be nutritional. To be able to make their own nutritional meal based on their plan.</p>		Design and make a purse.



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		materials identified in their plan. To evaluate their castles, what went well and how we could improve it next time.		To evaluate their meal, what went well and how we could improve it next time.		
ART	Still life/pattern – mark making and patterns, clay tiles, printing.		Portraits of arctic animals– collage of eyes, noses, mouths, pencil skills (how to make hair light dark etc), drawing skills – portraits, focus on eyes, noses, mouth, hair, colour portraits.		Land and seascapes – drawing and colour mixing skills, collage work using fabric paper etc, creating real, remembered and imagined land and seascapes.	
MUSIC	Pulse and rhythm Feel the pulse LCP	Listening and appraising- composer Singing Express/Christmas songs for performance	Percussion instruments LCP what's the score	Exploring Pitch LCP	Exploring timbre, tempo and dynamics LCP	Composing Exploring instruments and symbols LCP
PSHE	Myself and my relationships My Emotions PDP	Myself and My relationships Anti-Bullying PDP	Economic Wellbeing Financial capability Healthy Lifestyles – Digital Lifestyles. PDP	Healthy and safer lifestyles Drug Education PDP	Healthy and Safer Lifestyles SRE Unit PDP	Myself and my relationships Managing change PDP
PE	Fundamentals Tennis	Fundamentals OAA	Fundamentals Gymnastics	Basketball Gym	Cricket Athletics	African dance Athletics
COMPUTING	Computing Network	Programming Robot Algorithms	Pictograms	Digital Photography	Programming Quizzes	Making Music



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