

Year ..... – 2017-2018 Yearly Curriculum Planner

Teachers: Miss Chevis and Mrs Ward

| Subject<br>Year 2 | Autumn  |   | Spring  |   | Summer  |  |
|-------------------|---|---|---|---|---|--|
|                   | 1   | 2   | 3   | 4   | 5   | 6  |
| Literacy          | <p><b>Traditional Tales x2</b> Sleeping beauty<br/> <b>Take one book x2</b> Princess and the Wizard<br/> <b>Non Fiction x2</b> Castles<br/> <b>Poetry Vocabulary building x1</b> Castle poems</p> | <p><b>Poetry x2</b> Castles &amp; Christmas<br/> <b>Non Fiction x3</b> Castles<br/> <b>Rehearsal x2</b> Assessment week</p> | <p><b>Stories with recurring literary language x2</b> We're going on a Bear Hunt<br/> Polar Bear, Polar Bear<br/> <b>Take one book Fiction x1</b> Frozen (Art week x1/ Assessment x1)</p> | <p><b>Non Fiction:</b></p> <ul style="list-style-type: none"> <li>Flow diagram</li> <li>Instructions</li> <li>Reports</li> <li>Explanations</li> <li>Research/ statements/ questions</li> </ul>                                 | <p><b>Narrative:</b></p> <p><b>Traditional Tales- Myths x2</b> From India SATS</p>  | <p><b>Non Fiction:</b></p> <ul style="list-style-type: none"> <li>Flow diagram</li> <li>Instructions</li> <li>Reports</li> <li>Explanations</li> <li>Research/ statements/ questions</li> </ul> <p><b>Poetry x1</b> Olympics</p> |
| Maths             | See maths planning  | See maths planning  | See maths planning  | See maths planning  | See maths planning  | See maths planning   |
| Science           | <p><b>Plants</b><br/> Visit to garth Park</p>   | <p><b>Plants</b><br/> <b>Nativity Rehearsal x2</b></p>  | <p><b>Living things and their habitats</b><br/> <b>Session D, E, G, I</b></p>   | <p><b>Uses of Everyday Materials</b><br/> <b>Session D :</b><br/> <b>Fabrics/ materials</b><br/> <b>Thinking Scientifically</b><br/> <b>Insulation – investigation ‘how to keep ice solid’/ ‘how to keep hot water hot’</b></p> | <p><b>Animals including humans:</b><br/> <b>Sessions A, F, G,H &amp; I</b><br/> <b>Plants:</b><br/> <b>School visit to</b> Harcourt Arboretum/ Garth Park</p> | <p><b>Living things and their habitats:</b><br/> <b>Sessions A,B,C, E &amp; F</b><br/> <b>Uses of everyday materials:</b><br/> <b>Sessions H &amp; I</b></p>   |
| Healthy schools   | <p><b>International week</b><br/> <b>Russian Stew</b><br/> <b>Pancakes</b></p>  | <p><b>Christingle</b></p>   |   | <p><b>Plum pudding</b><br/> <b>Bread butter jam</b><br/> <b>Scones etc</b><br/> <b>Afternoon tea</b></p>  | <p><b>Indian curry</b></p>  |  |
| History           | <p>Significant historical event, places and people<br/> <b>The Queen – Longest Reigning Monarch x1</b><br/> <b>Castles x1</b></p>   | <p>Events beyond living memory – National/Global<br/> <b>Remembrance Day x1</b>(locality)<br/> <b>Gunpowder Plot x1</b></p> | <p><b>Titanic</b><br/> Events beyond living memory that are significant nationally or globally</p>  | <p><b>Titanic</b><br/> Events beyond living memory that are significant nationally or globally<br/> Visitor Perform for schools</p>   |   |  |

|                  |  |  |   |  |   |  |
|------------------|--|--|---|--|---|--|
| <p>Geography</p> | <p><b>Geographical skills and fieldwork</b><br/>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans studied at each key stage.</p> |  | <p><b>Locational knowledge:</b> Name and locate the world's seven continents and five oceans</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><b>Geographical skills and fieldwork</b><br/>Use simple compass directions, features and routes. Devise maps and basic symbols</p> | <p><b>Use world maps, atlases and globes</b></p>                               | <p><b>Locational knowledge:</b><br/>Name and locate the world's seven continents and five oceans<br/>Use aerial photographs to plan perspectives to recognise landmarks</p> <p><b>Chembakoli Use basic geographical vocabulary:</b> Key physical and human features.</p> <p><b>Place Knowledge:</b><br/>Understand geographical similarities and difference through studying the human and physical geography in a contrasting non-European country</p> | <p><b>Locational knowledge:</b><br/>Name and locate the world's seven continents and five oceans<br/>Use aerial photographs to plan perspectives to recognise landmarks</p> <p><b>Place Knowledge:</b><br/><b>Brazil/ Rainforest</b><br/><b>Use basic geographical vocabulary:</b><br/>Key physical and human features.</p> <p><b>Place Knowledge:</b><br/>Understand geographical similarities and difference through studying the human and physical geography in a contrasting non-European country</p> |
| <p>ICT</p>       | <p>See MH Planning</p>   | <p>See MH planning</p>   | <p>See MH planning</p>  | <p>See MH planning</p>   | <p>See MH planning</p>  | <p>See MH planning</p>   |
| <p>RE</p>        | <p>What makes some teachers and leaders special for religious people?</p>  | <p>Christmas<br/>How and why are celebrations important in religion?</p>   | <p>What makes some stories special in religion?</p>   | <p>Easter<br/>How and why do symbols express religious meaning?</p>            | <p>What do we get out of belonging to different groups and how do we show that we belong?</p>   | <p>What makes me special?</p>  |
| <p>Art</p>       | <p>Linked to Science, History, Literacy</p>  | <p>Linked to Science, History, Literacy<br/>International Week<br/>Art</p> | <p>Art Week x1<br/>Topic/cold linked x3</p>   | <p>Arctic Mural x4</p>   | <p>Spring<br/>India themed art<br/>Art week themed</p>  | <p>Rainforest themed art</p>   |
| <p>D&amp;T</p>   | <p>Linked with international week - making a Russian stew</p>  | <p>Wind ups/Moving cards<br/>Making a Christingle</p>                      | <p><b>Structures</b><br/>Inuit Tent x2</p>  | <p><b>Mechanisms</b><br/>Titanic slider x1<br/>Plum Pudding – Titanic food</p> | <p>Ingredients –<br/>Making an Indian dish (vegetable curry)</p>  | <p>Structures –<br/>Chariots of Fire<br/>Insect Hotel</p>  |

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|       |                 |                 |                  |                         |                 |                      |
|-------|-----------------|-----------------|------------------|-------------------------|-----------------|----------------------|
| PE    | Gym/Games       | Dance/Games     | Gym/Orienteering | Formal<br>Dancing/Games | Bollywood/Games | Athletics/Gymnastics |
| Music | See NC planning | See NC Planning | See NC Planning  | See NC Planning         | See MW Planning | See MW Planning      |