

Ben Jonson Primary School Year Two Curriculum Overview 2018 – 2019	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Pirates	The Great Fire of London	Fables	Explorers	Our Local Area	Famous Victorians
Phonics	RWI					
Narrative	Traditional Tales with a Twist Stories in an imaginary world		Fables		Stories Set in a Familiar Setting	
Non-Fiction		Non-chronological Report Recount (diary entries)		Non-chronological Report Explanation		Letter
Poetry	Patterns on the Page		Poems with Structure Riddles		Classical Poetry – Owl and the Pussycat	
Text Based Units	Goldilocks and just the 1 bear	Captain Flinn and the dinosaurs	Aesop's Fables	Life Cycles	The bear under the stairs, The disgusting sandwich	Local area letter to Sadiq Khan
Maths	Number: Place Value Number: Addition and Subtraction Measure: Length and Mass Statistics Number: Multiplication and Division		Measure: Money Geometry: Properties of Shape Number: Fractions		Measure: Capacity, Volume and Temperature Measure: Time  Consolidation	
Science	<b>Uses of everyday materials</b>  * Identify & compare the suitability of a variety of everyday materials * Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting & stretching * Explore a range of scientists who have developed useful new materials		<b>Animals, including humans</b>  * Animals incl. humans have offspring which grow in to adults * Basic needs for survival * Exercise, diet & hygiene in humans	<b>Plants</b>  * What plants need to grow * Observe and describe how seeds and bulbs grow in to mature plants	<b>Living things and their habitats</b> * Living, dead, never been alive * How living things are suited to habitats * How habitats provide the basic needs for survival * Identify the variety of plants and animals in a habitat (inc. microhabitats) * Food sources & food chains	
	<b>Pattern Seeking – Growing Plants and making observations over time</b>					
Visits/Visitors Focus Weeks	National Maritime Museum Pirate workshop in school	St Paul's Cathedral The Great Fire of London workshop	Little Angel's theatre	Soanes centre – mini-beast safari workshop	Local area walk Great Portland Street Synagogue	National portrait gallery – kings and queens workshop
Computing	<b>Computer Science:</b> Algorithms, programming floor robots, debug simple program (Bee-bot commands) and logical reasoning <b>Information Technology:</b> Create digital content (word processing and creating images with shape tool and effects). Store and retrieve digital content (saving and retrieving work)	<b>Computer Science:</b> Algorithms, programming floor robots, debug simple program (Bee-bot commands) and logical reasoning <b>Information Technology:</b> Create digital content (word processing and creating images with shape tool and effects). Store and retrieve digital content (saving and retrieving work)	<b>Computer Science:</b> Algorithms, programming floor robots, debug simple program (Bee-bot commands) and logical reasoning <b>Information Technology:</b> Create digital content (word processing and creating images with shape tool and effects). Store and retrieve digital content (saving and retrieving work)	<b>Information Technology:</b> Organise digital content (work folders) and manipulate digital content (editing work) <b>Digital Literacy:</b> Input; Keyboard skills and control. e-Safety <b>Computer Science:</b> Algorithms within coding and debugging simple programs. Logical reasoning to predict effects of commands	<b>Information Technology:</b> Organise digital content (work folders) and manipulate digital content (editing work) <b>Digital Literacy:</b> Input; Keyboard skills and control. e-Safety <b>Computer Science:</b> Algorithms within coding and debugging simple programs. Logical reasoning to predict effects of commands	<b>Information Technology:</b> Organise digital content (work folders) and manipulate digital content (editing work) <b>Digital Literacy:</b> Input; Keyboard skills and control. e-Safety <b>Computer Science:</b> Algorithms within coding and debugging simple programs. Logical reasoning to predict effects of commands
Art	African Art – The Maasai Mara African Mask  Drawings/Sketches Primitivism and Picasso  Exploring Paint and Developing Ideas for African Mask  African Mask Final Design  Creating Ceramic Mask from Clay  Glaze Ware  Polyblock Printing Techniques inspired by Textiles from Africa  Squeezegee and Oil Pastel Group Mark Making	African Art – The Maasai Mara African Mask  Drawings/Sketches Primitivism and Picasso  Exploring Paint and Developing Ideas for African Mask  African Mask Final Design  Creating Ceramic Mask from Clay  Glaze Ware  Polyblock Printing Techniques inspired by Textiles from Africa  Squeezegee and Oil Pastel Group Mark Making	African Art – The Maasai Mara African Mask  Drawings/Sketches Primitivism and Picasso  Exploring Paint and Developing Ideas for African Mask  African Mask Final Design  Creating Ceramic Mask from Clay  Glaze Ware  Polyblock Printing Techniques inspired by Textiles from Africa  Squeezegee and Oil Pastel Group Mark Making	Paul Klee – Castle and Sun  Paul Klee Style London Landscape Paul Klee – Aquatic Landscape/Coral Reel  Blind Contour Drawings of Animals – Joan Miro  Index Card Multiples – Mini Sketches of an Animal of Choice. Mix Media  Complementary Colours  Carbon Paper Transfer Acrylic and brayer Transfer Method	Paul Klee – Castle and Sun  Paul Klee Style London Landscape Paul Klee – Aquatic Landscape/Coral Reel  Blind Contour Drawings of Animals – Joan Miro  Index Card Multiples – Mini Sketches of an Animal of Choice. Mix Media  Complementary Colours  Carbon Paper Transfer Acrylic and brayer Transfer Method	Paul Klee – Castle and Sun  Paul Klee Style London Landscape Paul Klee – Aquatic Landscape/Coral Reel  Blind Contour Drawings of Animals – Joan Miro  Index Card Multiples – Mini Sketches of an Animal of Choice. Mix Media  Complementary Colours  Carbon Paper Transfer Acrylic and brayer Transfer Method
DT	<b>Mechanisms</b> Design, make and evaluate a vehicle to protect Mother Hen and her chicks from Fast Fox	<b>Mechanisms</b> Design, make and evaluate a vehicle to protect Mother Hen and her chicks from Fast Fox	<b>Mechanisms</b> Design, make and evaluate a vehicle to protect Mother Hen and her chicks from Fast Fox	<b>Textiles</b> Design, make and evaluate a safety jacket for a Teddy bear so he can go out at night	<b>Textiles</b> Design, make and evaluate a safety jacket for a Teddy bear so he can go out at night	<b>Textiles</b> Design, make and evaluate a safety jacket for a Teddy bear so he can go out at night
History		<b>Significant historical even beyond living memory: The Great Fire of London</b>  BIG QUESTION: Why should the Great Fire of London never be forgotten?		<b>Lives of significant individuals- Christopher Columbus</b>  BIG QUESTION: Did Christopher Columbus make the world better or worse?		<b>Queen Elizabeth I</b>  BIG QUESTION: Was Elizabeth I as good a monarch as Queen Victoria?
Geography	<b>World's continents and oceans/ comparison of contrasting locality (outside of Europe)</b>  BIG QUESTION: What are similarities and differences between the UK and India?		<b>Comparison of contrasting locality (urban/rural in UK)</b>  BIG QUESTION: Where would you prefer to live? London or the Isle of Coll?		<b>Fieldwork and observational skills and Basic geographical vocabulary for key human features</b>  BIG QUESTION: How would you improve your local area?	
PSHE	Being Me in My World/Celebrating Difference	RE	Dreams and Goals/Healthy Me	RE	Relationships	Changing Me
RE	PSHE	Who is Jewish and what do they believe? What can we learn from sacred books?	PSHE	How and why do we celebrate special and sacred times? RF: JEWISH Hanukkah & Passover.	PSHE	How should we care about the world and others? And why should it matter?
PE	<b>Gymnastics (PE Primary Year 2 Activity Unit 1)</b>  Focus: The unit aims to encourage children to: * remember, repeat and link body shapes and balances with control and accuracy; * recognise and describe what their bodies feel when physically active; * lift, move and place equipment safely;		<b>Dance</b>  Focus: The unit aims to encourage children to: * explore, remember, repeat and link a range of actions with coordination, control; * develop an awareness of the expressive qualities of the dance; * compose and perform dance phrases and short dances that express and communicate moods, ideas and		<b>Games (Sending, travelling and receiving)</b> Focus: The unit aims to encourage children to: * develop a range of sending and receiving skills and perform these with control; * develop spatial awareness when playing running, chasing and dodging games; * develop a greater understanding of some simple tactics used in playing games; * develop a greater understanding about rules, including scoring;	

	* evaluate and improve their work.		feelings; * recognise and describe how different dance activities make them feel; * understand the importance of warming up and cooling down; * watch and describe dance phrases and dances, and use what they learn to improve their own work.	* develop a greater understanding of fitness and health; * further develop the skills needed to evaluate performance; * use their evaluative skills to improve performance.
<b>Music</b>	Investigating Sound Lengths Exploring percussive instruments that accompany the singing	Instrumentation Metallophone technique – song repertoire	Graphic Scores Read, Compose and perform music by using graphs	Organology Recorder/Guitar technique Building repertoire and learning to use up to 4 notes