

Ben Jonson Primary School Year Two Curriculum Overview

2017 – 2018



	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	Space	Explorers	Our Local Area	Famous Victorians
Phonics	RWI					
Narrative Significant Author: Simon Bartram	Fantasy Worlds (Literacy & Language)	<u>Unit 2</u> Traditional Stories with a Twist	<u>Unit 3</u> Different Stories by the same author	Aesop's fables	<u>Unit 1</u> Stories Set in a Familiar Setting	
Non-Fiction	<u>Unit 1</u> Instructions	<u>Unit 4</u> Non-chronological Reports	<u>Recounts</u> Diary	Non-chronological report	Persuasive Writing	Explanation
Poetry	<u>Unit 1</u> Patterns on the Page		<u>Poems with Structure</u> Riddles		<u>Classical Poetry</u>	
Text Based Units	Mungo and the picture book pirates	Goldilocks and just 1 bear + other traditional tales with a twist The Great Fire of London information books	Bob Man on the Moon stories	A variety of Aesop's fables Animal books	Dogger	The Owl and the Pussy Cat Life cycle examples
Maths	Number and Place Value Measure Addition and Subtraction Shape Multiplication Statistics Fractions Money and Time		Number and Place Value Measure and Shape Money Multiplication and Division Measure Addition and Subtraction Position and Direction Time		Number and Place Value Addition and Subtraction Measure and Shape Fractions Position and Direction Time Multiplication and Division Statistics	
Science	<u>Uses of everyday materials</u> * 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		<u>Animals, including humans</u> * Animals incl. humans have offspring which grow in to adults * Basic needs for survival * Exercise, diet & hygiene in humans	<u>Plants</u> * What plants need to grow * Observe and describe how seeds and bulbs grow in to mature plants	<u>Living things and their habitats</u> * 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	
	Pattern Seeking – Growing Plants and making observations over time					
Visits/Visitors Focus Weeks	Pirate workshop (in school)	St Paul's Anti-bullying week	Half moon theatre – story telling workshop	Soanes Centre	Local area walk Synagogue	Portrait gallery

<p align="center">Computing</p>	<p align="center">Caribbean Class</p> <p>Computer Science: Algorithms, programing floor robots, debug simple program (Bee-bot commands) and logical reasoning Information Technology: Create digital content (word processing and creating images with shape tool and effects). Store and retrieve digital content (saving and retrieving work)</p>	<p align="center">Ross Class</p> <p>Computer Science: Algorithms, programing floor robots, debug simple program (Bee-bot commands) and logical reasoning Information Technology: Create digital content (word processing and creating images with shape tool and effects). Store and retrieve digital content (saving and retrieving work)</p>	<p align="center">Sulu Class</p> <p>Computer Science: Algorithms, programing floor robots, debug simple program (Bee-bot commands) and logical reasoning Information Technology: Create digital content (word processing and creating images with shape tool and effects). Store and retrieve digital content (saving and retrieving work)</p>	<p align="center">Caribbean Class</p> <p>Information Technology: Organise digital content (work folders) and manipulate digital content (editing work) Digital Literacy: e-Safety Computer Science: Algorithms within coding and debugging simple programs. Logical reasoning to predict effects of commands</p>	<p align="center">Ross Class</p> <p>Information Technology: Organise digital content (work folders) and manipulate digital content (editing work) Digital Literacy: e-Safety Computer Science: Algorithms within coding and debugging simple programs. Logical reasoning to predict effects of commands</p>	<p align="center">Sulu Class</p> <p>Information Technology: Organise digital content (work folders) and manipulate digital content (editing work) Digital Literacy: e-Safety Computer Science: Algorithms within coding and debugging simple programs. Logical reasoning to predict effects of commands</p>
<p align="center">Art</p>	<p align="center">Ross Class</p> <p>African Art – The Maasai Mara African Mask</p> <p>Drawings/Sketches Primitivism and Picasso</p> <p>Exploring Paint and Developing Ideas for African Mask</p> <p>African Mask Final Design</p> <p>Creating Ceramic Mask from Clay</p> <p>Glaze Ware</p> <p>Polyblock Printing Techniques inspired by Textiles from Africa</p> <p>Squeegee and Oil Pastel Group Mark Making</p>	<p align="center">Sulu Class</p> <p>African Art – The Maasai Mara African Mask</p> <p>Drawings/Sketches Primitivism and Picasso</p> <p>Exploring Paint and Developing Ideas for African Mask</p> <p>African Mask Final Design</p> <p>Creating Ceramic Mask from Clay</p> <p>Glaze Ware</p> <p>Polyblock Printing Techniques inspired by Textiles from Africa</p> <p>Squeegee and Oil Pastel Group Mark Making</p>	<p align="center">Caribbean Class</p> <p>African Art – The Maasai Mara African Mask</p> <p>Drawings/Sketches Primitivism and Picasso</p> <p>Exploring Paint and Developing Ideas for African Mask</p> <p>African Mask Final Design</p> <p>Creating Ceramic Mask from Clay</p> <p>Glaze Ware</p> <p>Polyblock Printing Techniques inspired by Textiles from Africa</p> <p>Squeegee and Oil Pastel Group Mark Making</p>	<p align="center">Ross Class</p> <p>Paul Klee – Castle and Sun</p> <p>Paul Klee Style London Landscape Paul Klee – Aquatic Landscape/Coral Reel</p> <p>Blind Contour Drawings of Animals – Joan Miro</p> <p>Index Card Multiples – Mini Sketches of an Animal of Choice. Mix Media</p> <p>Complementary Colours</p> <p>Carbon Paper Transfer</p> <p>Acrylic and brayer Transfer Method</p>	<p align="center">Sulu Class</p> <p>Paul Klee – Castle and Sun</p> <p>Paul Klee Style London Landscape Paul Klee – Aquatic Landscape/Coral Reel</p> <p>Blind Contour Drawings of Animals – Joan Miro</p> <p>Index Card Multiples – Mini Sketches of an Animal of Choice. Mix Media</p> <p>Complementary Colours</p> <p>Carbon Paper Transfer</p> <p>Acrylic and brayer Transfer Method</p>	<p align="center">Caribbean Class</p> <p>Paul Klee – Castle and Sun</p> <p>Paul Klee Style London Landscape</p> <p>Paul Klee – Aquatic Landscape/Coral Reel Blind Contour Drawings of Animals – Joan Miro</p> <p>Index Card Multiples – Mini Sketches of an Animal of Choice. Mix Media</p> <p>Complementary Colours Carbon Paper Transfer</p> <p>Acrylic and brayer Transfer Method</p>

DT	Tores Class Mechanisms Design, make and evaluate a vehicle to protect Mother Hen and her chicks from Fast Fox	Coral Class Mechanisms Design, make and evaluate a vehicle to protect Mother Hen and her chicks from Fast Fox	Java Class Mechanisms Design, make and evaluate a vehicle to protect Mother Hen and her chicks from Fast Fox	Tores Class Textiles Design, make and evaluate a safety jacket for a Teddy bear so he can go out at night	Coral Class Textiles Design, make and evaluate a safety jacket for a Teddy bear so he can go out at night	Ross Class Textiles Tree Who discovered textiles?
History		Why should the Great Fire of London never be forgotten?		Did Christopher Columbus make the world better or worse?		Was Elizabeth I as good a monarch as Queen Victoria?
Geography	What are the similarities and differences between London and India?		Where would you prefer to live: London or the Isle of Coll?		How would you improve our local area?	
PHSE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE	What can we learn from sacred places? Mosques churches and synagogues (SACRE unit)	Why is the Torah important to Jewish people (QCA- unit 2A)	Unit 2B Why did Jesus tell stories? (QCA – unit 2B)	What do we celebrate and why? (SACRE)	Visiting a place of worship (QCA - unit 2D)	Symbols of faith- why are they important? (SACRE unit)
PE	Gymnastics (LCP: Unit 6): Travelling in space, travelling and still shapes, keeping balance, travelling and balancing, forward rolls, simple sequences, sequences on apparatus, partner work on apparatus and exploring more apparatus		Dance (LCP: Unit 2): Create, improve and perform dance phrases, perform short dances (linking actions with control), use vocabulary to describe and interpret dance and understand importance of warming up		Games (LCP: Unit 4): Circle games, stuck in the mud, catch, racket skills, feeding and fielding, attacking and defending and football skills Athletics (LCP: Unit 17): Throwing, running and jumping	
Music	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	