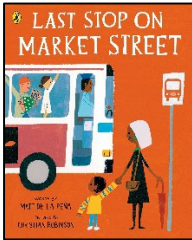

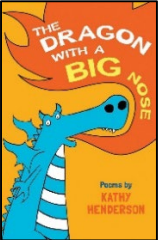
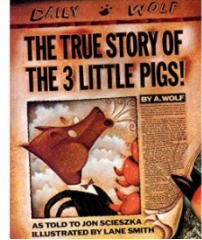

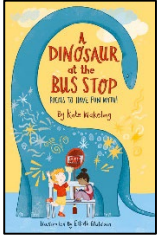
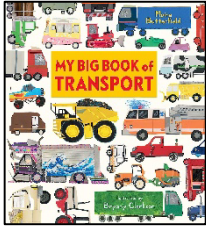

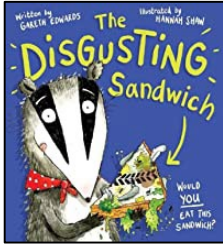
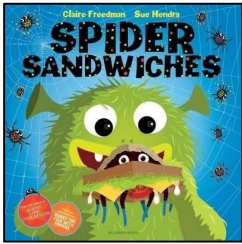



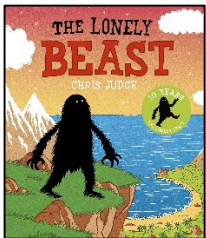

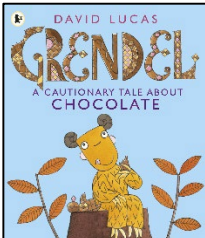

Curriculum Overview Year 2- Cycle B

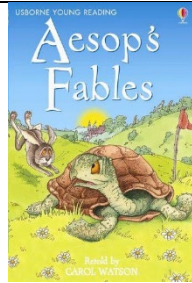
Year 2	Autumn 1 – Life in London			Autumn 2 – Life in London		
English Text						
Text genre	Familiar Setting (THEP)	Information	Poetry (CLPE)	Traditional Tale with a Twist	Information (historical)	
Writing outcome(s)	F: 1 st person retelling NF: Write about acts of kindness (leads into next unit)	NF: Ways to be kind	P: 'This is the city'	F: Character description NF: Letter from the wolf – his side of the story	NF: Non-chronological report about The Great Fire of London	
Grammar	Likely to be where Y1 ended: Series of sentences Correct tense Using 'and' to join ideas Using 'but' to join ideas Sequencing language Prepositions Description Prefix un- Full stops capital letters	Series of sentences including commands and questions Correct tense Using 'and' to join ideas Using 'but' to join ideas Prepositions Description Affixes: un- -s -es Full stops capital letters	Vocabulary development	Series of sentences Past tense Prepositions Use coordinating conjunctions Begin to use subordinating conjunctions: when, because, if Full stops capital letters	Series of sentences Grouped information Past tense Prepositions Use coordinating conjunctions Begin to use subordinating conjunctions: when, because, if Full stops capital letters	
Spelling over the term (No Nonsense)	<div> Revisit Phase 5 GPCs as required by pupils Homophones Introduce Year 2 homophones when relevant. (example homophones: <i>see/sea, be/bee, blue/blew, bear/bare, flour/flower,</i> </div> <div> <ul style="list-style-type: none"> The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words Common exception words /aɪ/ sound spelt 'i' in common exception words: <i>find, kind, mind, behind, child (children), wild, climb</i> as </div> <div> <ul style="list-style-type: none"> Word sort Which one looks right? Proofreading After writing, teach pupils to: <ul style="list-style-type: none"> Use a reliable source (word bank, environmental print) to </div> <div> Learning and practising spellings Teach children how to learn and practise spell- ings including words taught in new knowledge, common exception or tricky words and individual target words. <ul style="list-style-type: none"> Identify the tricky part of the word Segmentation strategy </div>					

	<p><i>hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two)</i></p> <p>Year 2 phonics</p> <ul style="list-style-type: none"> • The sound /dʒ/ spelt ‘-ge’ and ‘-dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’. • The /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’ 					
	<p>well as others as needed by pupils.</p> <p>Strategies at the point of writing</p> <p>Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:</p> <ul style="list-style-type: none"> • Segmentation • Using a GPC chart • Using spelling journals, word banks, the environment, a working wall. 					
	<p>check their spelling at the proofreading stage.</p> <ul style="list-style-type: none"> • Check writing for mistakes in common exception/tricky words. • Ensure that guidance on marking is used to support children’s proofreading. 					
	<ul style="list-style-type: none"> • Look, Say, Cover, Write, Check • Rainbow write • Saying the word in a funny way 					
Curriculum concept links						
Wider curriculum writing opportunities						
Suggested wider reading						

English Text						
Text genre	Poetry	Information	Recount	Familiar setting (THEP)	Persuasion	
Writing outcome(s)		NF: Report on own choice transport including did you know facts	NF: Recount – Our Trip to the London Transport Museum	NF: Badger's Diary (short piece) (recount) F: Story about some food that becomes more and more disgusting until it is finally eaten	Advert for disgusting sandwich	
Grammar	Vocabulary development	Series of sentences including questions Grouped information Present tense Prepositions Use coordinating conjunctions Use subordinating conjunctions: when, because, if, as Full stops capital letters	Series of sentences Past tense Prepositions Use coordinating conjunctions Use subordinating conjunctions: when, because, if Sequencing language Expanded noun phrases Full stops capital letters	Series of sentences Past tense Prepositions Use coordinating conjunctions Use subordinating conjunctions: when, because, if Sequencing language Expanded noun phrases Commas in a list Full stops capital letters	Series of sentences Present tense Prepositions Use coordinating conjunctions Use subordinating conjunctions: when, because, if Expanded noun phrases Sentence function: statement, question, command Suffix: -ness, -ful, -less, -ment Full stops capital letters	
Spelling over the term (No Nonsense)	<p>Revisit The /l/ or /ə/ sound spelt 'le' at the end of words</p> <p>Homophones and near homophones <i>quite/quiet, night/knight, new/knew, not/knot, they're/there/their</i> and others as relevant</p> <p>Apostrophe The possessive apostrophe</p>					<p>Strategies at the point of writing</p> <ul style="list-style-type: none"> Have a go Using the working wall to find correct spellings of high frequency and common exception words Using an alphabetically-ordered word bank <p>Proofreading: After writing, teach pupils to:</p> <ul style="list-style-type: none"> Use a reliable source <p>Learning and Practising spellings</p> <ul style="list-style-type: none"> If not already introduced, introduce the use of spelling journals. Focus on learning of knowledge and patterns taught this term <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> Segmentation Look, Say, Cover, Write, Check Using mnemonics

	<p>(singular nouns) Apostrophe for contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)</p> <p>Year 2 phonics The /aɪ/ sound spelt 'y' at the end of words The /i:/ sound spelt 'ey' The /r/ sound spelt '-wr' at the beginning of words</p>		<p>consonant before it Adding '-ing-, '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly'</p> <p>Words ending in '-tion'</p>		<p>(word bank, environmental print) to check their spelling at the proofreading stage.</p> <ul style="list-style-type: none"> Check writing for mistakes in common exception / tricky words. Use dictionary skills <p>Ensure that guidance on marking is used to support pupils' proofreading.</p>	
Curriculum concept links		Connections Change, Legacy	Connections Change, Legacy			
Wider curriculum writing opportunities						
Suggested wider reading	 <p>https://www.booksfortopics.com/booklists/topics/geography/transport-and-travel/</p>					

Year 2	Summer 1 – What a Wonderful World			Summer 2 – What a Wonderful World		
English Text						
Text genre	Contemporary	Recount		Fables	Information	
Writing outcome(s)	NF: Character description NF: First person recount NF: Letter to Mayor F: Own beast story	NF: Recount of school trip		F: Description of chocolate land NF: Letter of advice F: Write own character flaw story	NF: A guide to carnival/the Caribbean	
Grammar	Series of sentences Correct tense Prepositions Use coordinating conjunctions Use subordinating conjunctions: when, because, if, as Expanded noun phrases Commas in a list Suffix: -ness, -ful, -less, -ment, -ly Full stops capital letters	Series of sentences Correct tense Prepositions Use coordinating conjunctions Use subordinating conjunctions: when, because, if, as Expanded noun phrases Suffix: -ness, -ful, -less, -ment, -ly Full stops capital letters commas in a list		Series of sentences Present tense Prepositions Use coordinating conjunctions Use subordinating conjunctions: when, because, if, as Expanded noun phrases Suffix: -ness, -ful, -less, -ment Apostrophe for singular possession and omission Full stops capital letters commas in a list	Series of sentences Present tense Prepositions Use coordinating conjunctions Use subordinating conjunctions: when, because, if, as Expanded noun phrases Sentence function: statement, question, command Suffix: -ness, -ful, -less, -ment Apostrophe for singular possession and omission Full stops capital letters commas in a list	
Spelling over the term (No Nonsense)	Revisit The possessive apostrophe (singular nouns) Homophones Revision of all homophones taught so far	The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w' The /ʌ/ sound spelt 'o' The /ɜ:/ sound spelt 'or'		• Teach using analogy to spell a word you don't know Proofreading After writing, secure routines for proofreading:	Learning and practising spellings • Secure learning routines with resources, for example spelling journals or environmental print. Remind pupils of the following strategies: • Writing in the air	

	<p>Apostrophe The possessive apostrophe (singular nouns)</p> <p>Year 2 phonics The /l/ or /ə/ sound spelt ‘-el’ at the end of words The /l/ or /ə/ sound spelt ‘-al’ at the end of words The /l/ or /ə/ sound spelt ‘-il’ at the end of words (unusual spelling)</p> <p>after ‘w’</p> <p>Common exception words All Year 2 words not taught so far</p> <p>Suffixes Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘y’ The suffixes ‘-ment’, ‘-ness’,</p> <p>Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies</p> <ul style="list-style-type: none"> Introduce individual Have a Go sheets if not established already <ul style="list-style-type: none"> Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage. Check writing for mistakes in common exception or tricky words. Ensure that guidance on marking is used to support pupils’ proofreading. Tracing over the word Rainbow writing Look, say, cover, write, check 					
Curriculum concept links						
Wider curriculum writing opportunities						
Suggested wider reading						
Year Group 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Number and Place Value	Money (including addition and subtraction)	Multiplication and Division	Measurement: Time	Measurement: Mass, Capacity and Temperature Link with science Plants and	Position and direction (and do through Computing – Autumn)

	Addition and subtraction (range of contexts including measures)	Shape (2d and 3d) including symmetry Link with science use of everyday materials Measurement: length and height	Number: Fractions Link with science – healthy eating	Statistics Problem solving and efficient methods (including measures)	living things in their habitats Problem solving and efficient methods (including measures)	Investigations Link with science Plants and living things in their habitats Consolidation
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Geography Year 1 &2	Local – Where we live <ul style="list-style-type: none">- Local walk, maps – mapping the school and playground, then using local map to follow a route, using keys- name, locate and identify human & physical characteristics of London	Weather Maps and Plans crossover with Science/ seasonal change Identify seasonal and daily weather patterns in the United Kingdom *different places in the UK (e.g. rural/coastal areas) Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Earth on Space Different environments The 7 Continents, the 5 oceans, hot and cold places, comparing with a Caribbean country / also Carnivals around the world – (link to History/Art) Brazil (Rio de Janeiro – Carnival) The location of hot and cold areas of the world in relation to the Equator and the North and South Poles
	<u>Geographical Skills will run throughout each unit.</u> <ul style="list-style-type: none">• 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• use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map		
Assessment Activity <u>(see overview for objectives)</u>	(See overview for NC Objectives)	Create and follow 3 simple navigational instructions within the school – make a map Oral/Video: Weather report, use of target language in context.	Label a world map Label hot and cold climates. Match up vegetation
Locational Knowledge	Continents & Oceans https://www.geoguessr.com/seterra/en/vgp/3287	UK Hills and Mountains https://wordwall.net/resource/2915815/geography/uk-mountains-hills	Countries & Capitals https://wordwall.net/resource/2587185/8/countries-and-capital-cities-of-the-uk-wold

History Year 1 & 2	Local History: Changes in Living memory – Our street/ borough *The Great Fire of London *The Monument *London’s changing skyline *Samuel Pepys British History Significant historical events, people and places in their own locality Black History: Laura Henry Allain See black & British – The Tudors pg 14 + Tudors & Stuarts Chronology & Legacy	British History Significant historical events, people and places in their own locality: <i>George Stephenson</i> World History Lives of significant individuals in the past who have contributed to national and international achievements. Amelia Earhart Chronology & Legacy	World History Events from beyond living Memory that are significant nationally – SS Windrush, Notting Hill Carnival BH: Windrush Chronology & Legacy
Assessment (For Objectives see overview)	Drama: The great fire of London – History / Oracy News Report - Great Fire of London	E-book – old and new transport	Written assessment: diary entry SS Windrush or mini-quiz
Art	Murals – textures/ rubbings ‘Can Buildings Speak?’ unit Outcome Printing	Landscape Drawing & Paintings Vincent van Gogh Outcome Painting	Carnival of Colours: Tropical landscapes - Masks Outcome 3D
DT	Playgrounds Link with local area.	Vehicles Wheels and axles	Puppets: stuffed toy animal animal (relate to English – Y1 / Science – Y2)
RE	1.3 Who is Jewish and what do they believe?	1.5 What makes some places sacred?	1.8 How should we care for others and the world and why does it matter?
Computing	2.2 We are game testers Explore how algorithms and programming make computer games work Scratch	2.3 We are photographers Use a range of technologies creatively and safely to take photos Google photos (formally Picasa)	3.6 We are opinion pollsters Collect and analyse data and recognise uses for technology beyond school Google Forms

Science	Uses of everyday materials	Uses of everyday materials	Animals including Humans	Animals including Humans	All living things and their habitats	Plants
PSHE	Being me in My world	Celebrating difference	Dream goals	Healthy me	Relationships (See adapted overview doc)	Changing me Relationships (See adapted overview doc)
PE Lesson 1- teacher	cricket	Throwing and catching - basketball	yoga	Circuit skills	Dance* plants link	Athletics
PE Lesson 2- coach	Fitness	3 x weeks of football 3 x week of floor gymnastics	Apparatus gymnastics	Netball	Striking and fielding – focus rounders	Athletics
Music	Africa: Learning West African Folk Songs on Djembe	Play Singing	Glockenspiel Stage.1 with Music appreciation	London: Appraise, learn and perform, 'London's Burning' (Yr1) and 'Great Fire London' (Yr2)	Rhythm in Way we walk and Banana Rap (See Charanga)	Reflect, Rewind and replay, mash up of all things we've explored throughout the year
Listening	Significant figures in music	Performance	Music from the 60s	Reggae	South Asian Music	Musicals
Trips	Local Walk - Geography The Monument & Pudding Lane - History		London Transport Museum: Platform Promenade workshop - History		Soanes Centre: Y1 – Plant Life, Y2 – Environment Explorers -	
Visitors	Fire service				Carnival costume maker	