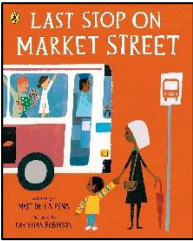
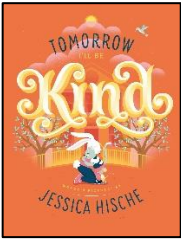
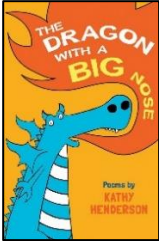
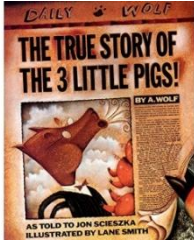
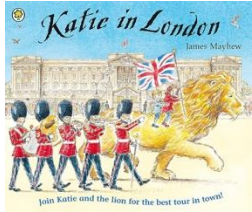
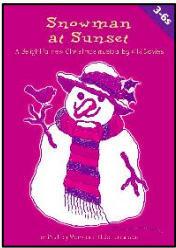
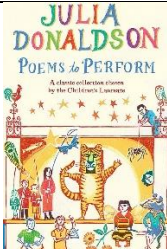
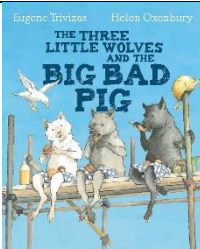
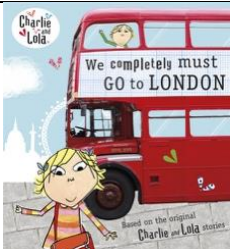
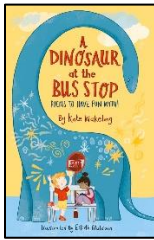
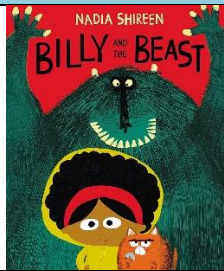
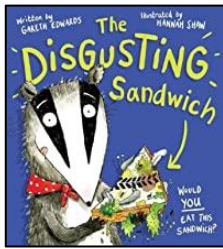
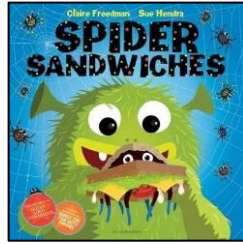


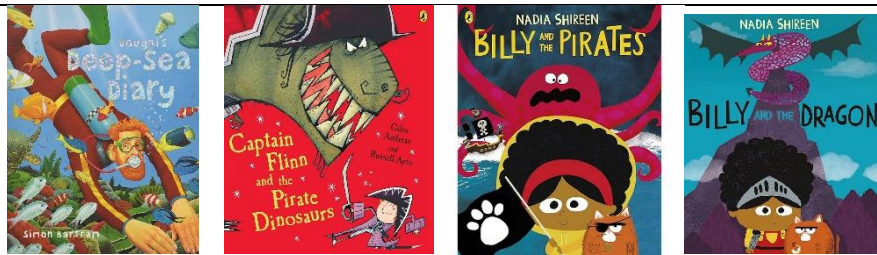
Curriculum overview-Year 2- Cycle A

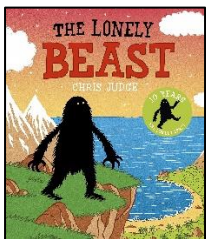
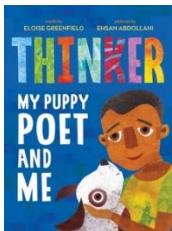
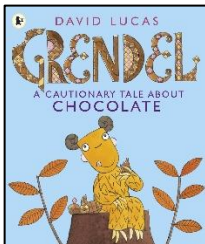
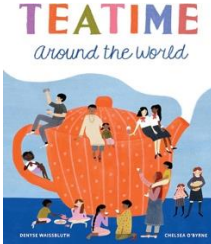
Topic	Term 1 'Totally Thames'	Term 2 'Raiders and Invaders'	Term 3 'Going Global'
Key Concepts	Identity & Belonging, Change, Power, Equality & Equity, Legacy and Connections		

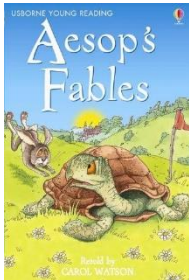
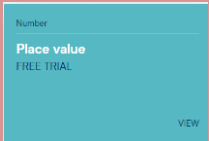
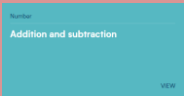
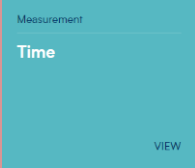
Year 2	Autumn 1 – Totally Thames			Autumn 2 – Totally Thames		
English Text						
Text genre	Familiar Setting (THEP)	Information	Poetry (CLPE)	Traditional Tale with a Twist	Information (historical)	Playscripts
Writing outcome(s)	F: 1 st person retelling NF: Write about acts of kindness (leads into next 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 River Thames	Christmas Performance NF: Invitations/posters for the performance (persuasion)
Grammar	Likely to be where Y1 ended: Series of sentences Correct tense Using 'and' to join ideas	Series of sentences including commands and questions Correct tense Using 'and' to join ideas	Vocabulary development	Series of sentences Past tense Prepositions Use coordinating conjunctions	Series of sentences Grouped information Past tense Prepositions	Oracy: Presentational talk Series of sentences

	Using ‘but’ to join ideas Sequencing language Prepositions Description Prefix un- Full stops capital letters	Using ‘but’ to join ideas Prepositions Description Affixes: un- -s -es Full stops capital letters		Begin to use subordinating conjunctions: when, because, if Full stops capital letters	Use coordinating conjunctions Begin to use subordinating conjunctions: when, because, if Full stops capital letters	Use coordinating conjunctions Begin to use subordinating conjunctions: when, because, if Full stops capital letters
Spelling over the term (No Nonsense)	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, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two</i>) Year 2 phonics - 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’	- 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 well as others as needed by pupils. Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies: - Segmentation - Using a GPC chart Using spelling journals, word banks, the environment, a working wall.		- Word sort - Which one looks right? Proofreading After writing, teach pupils to: - Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. - Check writing for mistakes in common exception/tricky words. Ensure that guidance on marking is used to support children’s proofreading.	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. - Identify the tricky part of the word - Segmentation strategy - Look, Say, Cover, Write, Check - Rainbow write - Saying the word in a funny way	
Curriculum concept links						
Wider curriculum writing opportunities						
Suggested wider reading						Read a range of plays in guided reading

Year 2	Spring 1 – Raiders and Invaders-Treasures of the deep			Spring 2 – Raiders and Invaders- Treasures of the deep		
English Text						
Text genre	Poetry	Adventure - THEP	Recount (THEP)	Familiar setting (THEP)	Persuasion	
Writing outcome(s)	Own poem	F: Character description NF: Diary entry F: Retelling	Non-fiction: Recount – Our Trip to the National Maritime Museum (Pirate Training Day)	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	Publishing
Grammar	Vocabulary development	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 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)	Revisit The /l/ or /əl/ sound spelt ‘-le’ at the end of words Homophones and near homophones <i>quite/quiet, night/knight, new/knew, not/knot, they’re/there/their</i> and others as relevant Apostrophe	The /b/ sound spelt ‘a’ after ‘w’ and ‘qu’ The sound /z/ spelt ‘s’ Common exception words Examples include: <i>most, only, both, could, would, should, move, prove, improve</i> and others as needed by pupils Suffixes Adding endings ‘-ing-, ‘-ed’, ‘-er’, ‘-		Strategies at the point of writing • Have a go • Using the working wall to find correct spellings of high frequency and common exception words • Using an alphabetically-ordered word bank Proofreading: After writing, teach pupils to:	Learning and Practising spellings • If not already introduced, introduce the use of spelling journals. • Focus on learning of knowledge and patterns taught this term Remind pupils of the following strategies: • Segmentation • Look, Say, Cover, Write, Check	

	The possessive apostrophe (singular nouns) Apostrophe for contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>) 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		est', '-y' to words ending in 'e' with a 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 Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful' , '-less' and '-ly' Words ending in '-tion'		• Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. • Check writing for mistakes in common exception / tricky words. • Use dictionary skills Ensure that guidance on marking is used to support pupils' proofreading.		• Using mnemonics • Saying the word in a funny way
Curriculum concept links		Connections Change, Legacy	Connections Change, Legacy				
Wider curriculum writing opportunities							
Suggested wider reading							

Year 2	Summer 1 – Going Global			Summer 2 – Going Global		
English Text						
Text genre	Contemporary	Information	Poetry	Fables (incl. Aesop's Fables)	Information – THEP	
Writing outcome(s)	NF: Character description NF: First person recount NF: Letter to Mayor F: Own beast story	NF: Non-chronological report linked to Science – All Living Things and Their Habitats	CLiPPA teaching sequence (selected sessions – adapted for cohort)	F: Description of chocolate land NF: Letter of advice F: Write own character flaw story	NF: Instructions – how to make tea / set up a tea party NF: Non-Chronological report – Teatime around the world	Publishing
Grammar	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 Grouped information 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	Vocabulary development Poetic devices	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 Apostrophe The possessive apostrophe (singular nouns) Year 2 phonics The /l/ or /ə/ sound spelt 'el' at the end of words		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' after 'w' Common exception words All Year 2 words not taught			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 - Tracing over the word - Rainbow writing - Look, say, cover, write, check

	The /l/ or /əl/ sound spelt ‘-al’ at the end of words The /l/ or /əl/ sound spelt ‘-il’ at the end of words (unusual spelling) so far Suffixes Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘y’ The suffixes ‘-ment’, ‘-ness’, Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies Introduce individual Have a Go sheets if not established already Check writing for mistakes in common exception or tricky words. Ensure that guidance on marking is used to support pupils’ proofreading.					
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: Place value 	Number: Addition and subtraction 	Measurement: Money	Geometry : Position and direction This can be taught using Beebot in the Games tester unit	Measurement: Mass, capacity and temperature	Measurement: Time 

	Recap- Y1 Geometry: 2D and 3D Shape	Geometry: Shape Geometry Shape VIEW Making Connections Science: Uses of everyday materials Assess and Review	Measurement Money VIEW Number: Multiplication and division Number Multiplication and division VIEW Geometry: Shape Making connections D&T Vehicles wheels and axles	Geometry Position and direction VIEW Measurement: Length and height Measurement Length and height VIEW Assess and Review	Measurement Mass, capacity and temperature VIEW Making connections Science: Living things with habitats Number: Fractions Number Fractions VIEW Making Connections Geometry: Shape	Statistics - link with computing unit opinion pollsters Interpreting data from pupil surveys. Statistics VIEW Assess and Review
Science	Uses of everyday materials		Animals including Humans		All living things and their habitats	Plants
Geography Year 1 &2	The Thames and its landmarks London location of the river Thames & landmarks in and around the Thames Population, human & physical geography. Weather in London and wider UK		Weather Maps and Plans – crossover with Science/ seasonal change Countries of the UK and surrounding seas and rivers in the UK. Identify seasonal and daily weather patterns in the United Kingdom		Planet Earth World maps The 7 Continents, the 5 oceans, hot and cold places, contrasting country - <u>Kenya</u> . 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>						
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 (see overview for objectives)	Recount of geography trip (geog & English) naming landmarks seen and recognising from various photographs	Label a world map with relevant countries and continents. Colour using a key to identify different climate zones	E-book Kenya – Nairobi/ London – UK Comparison between 2 cities
Locational Knowledge	UK Rivers https://www.twinkl.co.uk/go/resource/tg2-g-07-go-teach-rivers-label-uk-seas-and-rivers-interactive-activity	UK capitals & countries Continents https://wordwall.net/resource/2587185 https://www.geoguessr.com/seterra/en/vgp/3004	Continents & Oceans https://www.geoguessr.com/seterra/en/vgp/3287
History Year 1 & 2	<u>Local History</u> The History of the Thames <u>British History</u> Significant historical events, people and places in their own locality – <u>Isambard Kingdom Brunel</u> Black History: Rosa Parks Chronology & Legacy	<u>British History</u> Significant historical events, people and places in their own locality: <i>Francis Drake</i> <i>Christopher Columbus</i> <u>World History</u> Lives of significant individuals in the past who have contributed to national and international achievements. <i>Jacques Costeau</i> <i>Chronology & Legacy</i>	<u>World History</u> Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. *David Attenborough / Christopher Columbus Chronology & Legacy
Assessment (For Objectives see overview)	Write/say 3 things about why significant people are significant - what did they do and why is/was this important? Order before and after text and images - history of Thames (ind)	Biography/Passport of CC (ind)	Advert – climate change active citizen (persuasive language)

Art	<u>Landscape</u> Drawing & Paintings – <i>Claude Monet</i> - water colours & sponge print Outcome: PAINTING Portraits – Drawing (door)		Collage – Henri Matisse ‘Betes de la Mere’ Look at different types and styles of collage from various artists. Experiment and create own. Outcome: COLLAGE		African Art – Collage/Print/textiles – safari animal print What is a print and what different techniques are used? Create a repeated pattern then make own. Outcome PRINT	
Corridor Displays	Humanities		STEM		Art	
DT	<u>Moving Pictures</u> How are books with moving parts made? What impact do they have? Experiment with different ways of making things move using different materials. Create own moving picture. <i>(link to English unit)</i>		<u>Fruit cocktail</u> What’s your favourite fruit? Why? Experiment with different fruit combinations. Do some work better than others? Why? Make own Fruit cocktail linked to PSHE ‘Healthy Me’		<u>Homes</u> What do all homes need? What materials can houses be made from? Does where you live have an impact on the design of your home? Look at and compare different designs. Use these to design your own. Homes Around the world e.g. mud huts, houses on stilts)	
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 1,2,3,6		2.3 We are photographers Use a range of technologies creatively and safely to take photos Google photos (formally Picasa) 4.5.6		3.6 We are opinion pollsters Collect and analyse data and recognise uses for technology beyond school Google Forms 5	
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	hockey Paralympic sports day	Dance – Gunpowder Plot	yoga	Throwing and catching - basketball	Athletics	tennis

PE Lesson 2-coach	Fitness	3 x weeks of football 3 x week of floor gymnastics	Apparatus gymnastics	Netball	Striking and fielding	Athletics
Music	London:	Singing/Class Performance	Glockenspiel Stage.1-	Africa: Learning West African Folk Songs on Djembe	Friendship Song (Charanga)	Turn a Story into a music performance
Year 1&2	London is the Place for Me' by Lord Kichtner Learn and appraise song Practice with Steel Drums 1,2,3,4	1,4	Part.1 of whole unit 1,2,4	Involve drama and movement too 1,2,4	Learn and appraise develop with available instruments 1,2,	Reflect/rewind 1,2,3,4
Listening	Significant figures in music	Performance	Music from the 60s	Reggae	South Asian Music	Musicals
Trips	Greenwich Foot Tunnel & Riverboat from Greenwich to Westminster Adopt a Tree – Science (local walk) – termly		Hook – message in a bottle National Maritime Museum – Pirate Training Day Adopt a Tree – Science (local walk) – termly		London zoo Adopt a Tree – Science (local walk) – termly	
Visitors						

Riverbo
Adopt a