

	Autumn	Spring	Summer
Theme	Help me be Healthy! (Florence Nightingale and Mary Seacole) London's Burning (Great Fire of London and Bonfire Night)	Land ahoy! (Islands, near and far) Class chosen topic	Live and kicking! (Living Things) 'Oh, I do like to be beside the seaside' (Seaside Holidays from the past)
Maths	Number (Big Maths), Algebra, Statistics, Measurement, Geometry.		
English	Read Write Inc. scheme looking at phonic knowledge, comprehension of texts, SPAG and writing across a range of genres, Big Writing, Handwriting, SPAG time, Range of genres (recounts, poetry, reports, stories, diaries, instructions), Drama (role play for GFL, Florence Nightingale etc.)		
Science	To work scientifically.		
	<p>Humans and other animals (diet of humans compared to other animals, herbivore, carnivore, omnivore, looks at skeletons and bones, how do humans ensure they have healthy bodies).</p> <p>Materials (Buildings in London in 1666 compared to today - how are the materials different, what did this mean? What are the properties of these materials? Comparison).</p>	<p>Materials - (which materials conduct electricity and which do not - test with a circuit; best materials for building a vehicle).</p> <p>Movement/Forces (Look at pushes and pulls, Venn diagram, friction and height with car ramp test).</p> <p>Electrical circuits (Create a working circuit with bulb for lighthouse).</p>	<p>Plants and Living things (growing our own plants, watch what is happening. What do plants need to grow healthily? Basic plant structure. Minibeasts, structure and features, habitats).</p> <p>Evolution and Inheritance (How is my body changing, how do I look different now to when I was a baby).</p> <p>Light/Seeing (use a dark tent to discover how we see, and what items can we see in the dark).</p> <p>Sound/Hearing (How do humans and other animals hear? Compare. Sound walk. Use of Forest school).</p>

Art & Design	To develop ideas		
	<p>Printing (vegetable and fruit printing).</p> <p>Drawing (Charcoal portrait of Florence Nightingale).</p> <p>Painting (London poster paint silhouettes),</p> <p>Digital media (2Simple to animate the GFL).</p>	<p>Drawing (Drawing of lighthouses, looking at shape and design).</p> <p>Painting (island sunset watercolours).</p>	<p>Printing (feet and hand printing),</p> <p>Textiles (pompom maker to create a minibeast; weaving on a hoop for underwater scene).</p> <p>Collage (creating a plant collage)/</p> <p>Analyse/discuss Ramsgate sands painting.</p>
DT	To design, make, evaluate and improve To take inspiration from design throughout history		
	<p>Food (creating a fruit salad).</p> <p>Computing (designing a house using 2Simple etc). Look at designs of the past, Tudor house.</p>	<p>Electronics and electronics (creating a working circuit with bulb).</p> <p>Construction, Mechanics (creating a moving vehicle, with wheels and axels).</p> <p>Computing (designing an information leaflet about the Isle of Coll).</p>	<p>Materials (Mosaic, discuss properties of materials),</p> <p>Textiles (creating a minibeast - pom pom wheels; Weaving on a hoop for under the sea scene).</p> <p>Computing (design a minibeast factfile page).</p>
Computing	<p>Using 'Switched On' scheme:</p> <p>Coding (control motion, looks, sound, pictures, inputs)</p> <p>Connecting (Increased use of DB Primary, online safety discussion)</p> <p>Communicating (range of programmes to communicate work, ideas and messages - leaflets, factfiles)</p> <p>Collecting (simple databases)</p>		
Geography		<p>Investigate places (using atlases to discover islands), Investigate patterns (similarities and differences between islands)</p>	<p>Investigate places (Use of Forest School; trip to seaside, features, purpose of a pier).</p>

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		Communicate geographically (presenting island project in exhibition using key vocab).	
History	<p>To investigate and interpret the past (Florence medical case, role play, interview Florence) To build an overview of world history To communicate historically (debate Florence vs Mary). To understand chronology (create a class timeline of these two key events).</p>		<p>To investigate and interpret the past (using different sources, Artwork, seaside suitcase). To build an overview of world history To communicate historically To understand chronology (add Victorian seaside holidays to timeline)</p>
Music	<p>Perform, Describe, Compose, Transcribe. Use of class set of glockenspiels and Charanga to perform, describe and transcribe. Listening to a range of music and describing and using other instruments to create compositions (sounds of the sea...) Singing throughout the year.</p>		
MFL	<p>Range of different greetings in range of languages, Simple French vocabulary (such as numbers, colours, classroom words, etc.)</p>		
PE	<p>Games, Dance/Gym, Outdoor/adventurous activities (Forest schools)</p>	<p>Gym, Dance, Outdoor/adventurous activities.</p>	<p>Games, Athletics, Swimming. Outdoor/adventurous activities</p>
RE	<p>Christianity; Hinduism, Sikhism, Islam. Creating a classroom mandir. (Throughout the year, read stories that involve other beliefs). To understand beliefs and teachings; To understand practices and lifestyles; To understand how beliefs are conveyed; To reflect; To understand values.</p>		
Communication	<p>To listen carefully and understand; To develop a wide and interesting vocabulary; To speak with clarity; To tell stories with structure; To hold conversations and debates (all modelled and planned into curriculum).</p>		

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Personal Dvpt	To try new things, To work hard, To concentrate, To push themselves, To imagine, To improve, To understand others, To not give up (Link to key values, display these in class, and Golden Rules).
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