

|  | Curriculum Overview Year 2 -2023-2024   |   |  |  |                                    |   |
|--|---|---|--|--|------------------------------------|---|
|  | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1                           | Summer 2  |
| <b>Project title and Focus subject</b> | <b>Let's Explore Our World Geography</b>  | <b>Towers, Tunnels and Turrets History</b>  | <b>Movers and Shakers History</b>  | <b>Muck, mess and mixtures Science</b>                           | <b>The Scented Garden Science</b>  | <b>Beach Combers Geography</b>                                  |
| English                                | Section of a narrative (Baseline and Revision Unit)<br>Dairy entry<br>Fantasy story   | Setting description<br>Non-chronological report (Warwick castle)                                    | Informal letter (in role)<br>Recount   | Biography (significant historical individual)<br>Adventure story | Instructions<br>Kennings poem      | Diary entry<br>Short story                                      |
| Maths                                  | Numbers and the Number System<br>Counting and Comparing<br>Calculation: Addition and subtraction                              | Calculation: Addition and subtraction<br>Exploring Time<br>Calculating: Multiplication and division | Calculating: Multiplication and division<br>Investigating properties of shape<br>Exploring Time                                | Exploring fractions<br>Investigating properties of shape         | Exploring money<br>Measuring Space | Exploring Time<br>Presentation of data<br>Mathematical movement |
| Science                                |   |   |  | Uses of everyday materials                                       | Plants                             | Living things and their habitats                                |
| History                                |   | Royalty (Queen Victoria, Elizabeth II)<br>William the Conqueror                                     | Research significant people from Birmingham<br>Compare and sort significant figures<br>Explorers<br>Activists and their impact |  |                                    |   |
| Geography                              | Map skills<br>Continents and oceans   |   |  |  |                                    | Physical coastal features<br>Weather patterns in the UK         |
| Art                                    |   |   | Sketch and Sculpture   |  |                                    |   |
| Art Focus Days                         | Andy Goldsworthy  | Drawings in the style of Romero Britto  | Portrait of Emmeline Pankhurst - Pop Art   | Study of Novera Ahmed  | Study of Romero Britto             | Esther Mahlangu - sculpture                                     |
| Design and technology                  | Food and nutrition  | Design own bunting.<br>Practise stitches and different joins.                                       |  |  |                                    |   |
| Design and Technology Focus Days       |   | Textiles  |  | Mechanisms and Structures  |                                    |   |
| Music                                  | During the course of the year pupils will learn to sing, listen to a range of music and play an untuned instrument.- Charanga |   |  |  |                                    |   |

|           |  |  |  |   |   |   |
|-----------|--|--|--|---|---|---|
| Computing | During the course of the year pupils will learn to use digital devices, use and create simple programs, and understand the importance of being safe online – Purple Mash   |  |  |   |   |   |
| PE        | Gymnastics   | Ball Skills  | Invasion   | Striking and Fielding   | Swimming  | Athletics & Sports Day  |
|           | Dance  |  |  |   |   | Athletics   |
| RE        | Hinduism   | Christianity   | Judaism  | Buddhism  | Sikhism   | Islam   |
|           | Summit follows the Birmingham Agreed syllabus for Religious Education and Cornerstones 'Let's Celebrate'   |  |  |   |   |   |
| PSHE      | <b>Being Me in My World</b><br>Hopes and fears for the year<br>Rights and Responsibilities<br>Rewards and consequences<br>Safe and fair learning environment<br>Valuing contributions<br>Choices<br>Recognising feelings | <b>Celebrating Difference</b><br>Assumptions and stereotypes about gender<br>Understanding bullying<br>Standing up for self and others<br>Making new friends<br>Gender diversity<br>Celebrating difference and remaining friends | <b>Dreams and Goals</b><br>Achieving realistic goals<br>Perseverance<br>Learning strengths<br>Learning with others<br>Group co-operation<br>Contributing and sharing success | <b>Healthy Me</b><br>Motivation<br>Healthier choices<br>Relaxation<br>Healthy eating and nutrition<br>Healthier snacks and sharing food | <b>Relationships</b><br>Different types of family<br>Physical contact boundaries<br>Friendship and conflict<br>Secrets<br>Trust and appreciation<br>Expressing appreciation for special relationships | <b>Changing Me</b><br>Lifecycles in nature<br>Growing from young to old<br>Increasing independence<br>Assertiveness<br>Preparing for transition |