



2022-2023 Year 2 Curriculum - Engage, Challenge, Inspire

		Term 1 (7 weeks 2 days)	Term 2 (7 weeks)	Term 3 (7 weeks)	Term 4 (7 weeks)	Term 5 (5 weeks)	Term 6 (6 weeks 4 days)
Topic/ Theme		Bugs and Bugs: <i>Could a baby really live in a bog?</i>	The Great Fire of London: <i>Was the Great Fire of London the worst fire the world has ever seen?</i>	Walking with Dinosaurs: <i>What happened to the dinosaurs?</i>	Choco-tastic: <i>How does it get from bean to bar?</i>	Space - to infinity and beyond: <i>What was it like to walk on the moon?</i>	Traction Man Mission Accomplished: <i>Who is Traction Man and what does he do?</i>
Hook		What do you think a bog baby would look like - clay creations	Banbury museum box introduction	Immersive experience - dinosaur egg on the field	DT Day - making chocolate bars	Houston we have a problem: rocket designer day	Immersive experience: Traction Man Crime Scene
Educational Visits/Visitors		Spiceball Park Nature area	Banbury Museum - Mini outreach session Stuart times/great fires		Newly Weds in school visit Cadbury World		
Final Outcome (English / Humanities / Science)		English: Bog Baby Story Humanities: Daily weather Diary Science: 3D Habitats	English: Samuel Pepys' Diary Humanities: Create a London town in 1666 Science: Materials investigation	English: Story endings Humanities: All about the dinosaurs leaflet Science: Animal food chains	English: Innovated Chocolate story Humanities: The journey of a cocoa bean Science: Hygiene & exercise experiment	English: Catching stars explanation Humanities: Astronaut biography Science: Suitable astronaut suit experiments	English: Adventure & mission story Humanities: Fieldwork - maps Science: Growing sunflowers
English	Reading	The King of the Tiny Things (Jeanne Willis) First Fabulous Facts Minibeasts (Jacqui Crupi) Minibeast Poetry	Vlad and The Great Fire of London (Kate Cunningham) Fire Poetry	The girl and the dinosaur (Holly Hughes) Dinosaur poems	Chocolate Cake (Michael Rosen) Chocolate: from bean to bar (Anita Ganeri)	The Darkest Dark (Chris Hadfield) Blast Off! Poem	Traction Man (Mini Grey)

Maths	Narrative	Text: The Bog Baby (4 weeks) Write a re-telling of a familiar story with some changes.	Text: The great Fire of London: Anniversary Edition of the Great Fire of 1666 (2 weeks)	Text: Chalk (4 weeks) Create an alternative story ending	Text: Grendel and the cautionary chocolate tale (3 weeks) Innovated retelling of story	Text: How to catch a Star Written outcome will be explanation (see below)	Text: Traction Man meets Turbo Dog (5 weeks) Write an adventure mission story
	Non-narrative		Recount 2 weeks Retell historical events of The Great Fire of London in form of a diary	Non chronological report (2 weeks) Assemble information on Dinosaurs by sorting and categorising information.	Instructions (2 weeks) Write a series of instructions - linked to making chocolate bars.	Explanation (2 weeks) 'How to catch a Star' - Produce an explanation with flowchart ensuring content in clearly sequenced Chronological reports (2 weeks) Astronaut biography	
	Poetry	Vocabulary Building: list poems (2 weeks) Read list poems. Write and perform own versions	Structure Calligrams (1 week) Write own calligrams (linked to fire - based on single words)	Vocabulary Building (1 week) Read, write and perform free verse	Structure Calligrams (2 weeks) Write own calligrams (Shape poems)	No poetry unit here due to KS1 SATs	Vocabulary Building (1 week)
		Number: Place Value 3 weeks Number: Addition & Subtraction 4 weeks	Number: Addition & Subtraction 1 week Measurement: Money 2 weeks Statistics 2 weeks Assessment Week	Geometry: Properties of Shape 2 weeks Number: Multiplication & Division 5 weeks	Number: Fractions 3 weeks Measurement: Length & Height 2 weeks Assessment Week	Measurement: Time 2 weeks Revision & consolidation week KS1 SATs	Geometry: Position & Direction 2 weeks Measurement: Mass, capacity & temperature 3 weeks

	Real life links	Word problems linked to mini beast Counting/tally of mini beasts	London tourist attractions - most popular to visit survey - pictograms	Dividing into teams for PE (four equal groups etc)	Fractions questions - chocolate bar links Fractions of chocolates in containers Measure lengths of chocolate bars	Daily diary for an astronaut - use language of time (morning, afternoon, evening etc) Find the dates of The First Moon Landing - what did they do day one/two etc. Create a timeline.	Traction Man missions - directions and position, link to PE Sports Day refreshment stand. How much liquid in each cup - squash to water capacity
	Cross-curricular links	Word problems linked to Bog Baby Link weather diaries to language of time	Money word problems linked to Thomas Farriner's bakery	DT moving dinosaur pictures - shape links Dinosaur footprints - link to history for measure	Data handling - favourite chocolate bar - bar graph	Measuring distance jumped in PE (Athletics) - photograph for maths scrap book. Star charts - constellation map. What shapes can you make? Can you make a ...?	Link sunflower growing to measurement (height), weather (what plants need to grow)
History			The Great Fire of London <i>Understand events beyond living memory that are significant nationally or globally - The Great Fire of London</i> <i>Understand the lives of significant individuals in the past who have contributed to national and international achievements (Samuel Pepys)</i>	When dinosaurs roamed the world <i>Know about significant historical events, people and places in their own locality (discovery of dinosaur remains in Oxford)</i> <i>Understand events beyond living memory</i>	History of Cadbury's chocolate <i>Create a timeline to show the history of Cadbury's chocolate and understand changes over time.</i> <i>Learn about the life of John Cadbury and his contribution to national and international achievements.</i>	The First moon landing <i>Understand events beyond living memory that are significant nationally or globally - 1969 moon landing</i> <i>Know about the lives of significant astronauts in the past who have contributed to national and international achievements and compare aspects of life in different periods (Neil Armstrong, Valentina Tereshkova and Tim Peake)</i>	
Geography		Seasonal/daily weather patterns in UK and hot/cold areas in world - link to animal habitats <i>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in</i>	UK Map - map work of London/Banbury <i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i> <i>Use world maps, atlases and globes to identify the</i>		Journey of a cocoa bean <i>Understand geographical similarities and differences through studying the human and physical geography of Banbury and compare to The Ivory Coast (Top cocoa producing country in world)</i>		Field work in school grounds. Design Traction Man style mission for other class to complete using map skills and symbols <i>Use aerial photographs and plan perspectives to recognise landmarks and</i>

	<p><i>relation to the Equator and the North and South Poles</i></p>	<p><i>United Kingdom and its countries, as well as the countries, continents and oceans</i></p> <p><i>Know key physical features of London/Banbury including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></p> <p><i>Know key human features of London/Banbury including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p>				<p><i>basic human and physical features</i></p> <p><i>Devise a simple map; and use and construct basic symbols in a key</i></p> <p><i>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</i></p>
<p>Science</p>	<p>Living Things and Habitats</p> <p><i>Explore and compare the differences between things that are living, dead, and things that have never been alive</i></p> <p><i>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</i></p> <p><i>Identify and name a variety of plants and animals in their habitats, including microhabitats</i></p> <p><i>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and</i></p>	<p>Materials Part 1</p> <p><i>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i></p> <p><i>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</i></p>	<p>Animals including humans</p> <p><i>Notice that animals, including humans, have offspring which grow into adults</i></p> <p><i>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</i></p>	<p>Animals (including humans) - exercise, right amounts of food, hygiene</p> <p><i>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</i></p>	<p>Materials Part 2</p> <p><i>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i></p>	<p>Plants - link to garden mission in Traction Man text</p> <p><i>Observe and describe how seeds and bulbs grow into mature plants (sunflowers)</i></p> <p><i>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</i></p>

	name different sources of food					
RE	<p>Who should you follow?</p> <p>Faiths: Christianity, Judaism, Moses, Old Testament etc.</p> <p>What can I learn from stories from religious traditions?</p> <p>Should people follow religious leaders and teachings?</p>	<p>Should you wear religious symbols?</p> <p>Faiths: Christianity, Judaism, Symbols, Christmas</p> <p>Are symbols better than words at expressing religious beliefs?</p> <p>Who do I believe I am?</p>	<p>It is important to celebrate the New Year?</p> <p>Faiths: Christianity, Judaism, New Year, Rosh Hashanah</p> <p>Are religious celebrations important to people?</p> <p>Is God important to everyone?</p>	<p>Is Easter important for the church?</p> <p>Faiths: Christianity, Easter, Holy Week</p> <p>Are religious celebrations important to people?</p> <p>Is God important to everyone?</p>	<p>Can stories change people?</p> <p>Faiths: Christianity, Judaism, Old Testament stories</p> <p>Who do I believe I am?</p> <p>What can I learn from stories from religious traditions?</p>	<p>How should you spend the weekend?</p> <p>Faiths: Judaism, Shabbat</p> <p>Does it feel special to belong?</p> <p>Are symbols better than words at expressing religious beliefs?</p>
Computing	<p>Presentation skills</p> <p>Children develop skills needed for safe and effective computer use and introduce some further skills concerning the use of folders, searching for files and printing. Then children create a simple presentation.</p>	<p>Stop motion</p> <p>Children create a stop motion animation. They will research images of the great fire of London and use these to create a stop motion animation that they can add sound to.</p>	<p>Programming</p> <p>Children use the basic commands in Logo to move and draw using the turtle on screen, and further develop algorithms using the "repeat" command. children to create algorithms in Scratch using a selection of blocks.</p>	<p>Programming</p> <p>Children to create, test and debug algorithms, and preparing children to use the language of Turtle Logo.</p>	<p>Computer Art Children learn about reproducing the painting styles of great artists using computer programs</p>	<p>E-safety</p> <p>Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe to understand that they should never give out private information</p>
Design and Technology	<p>Designing and making Bog Babies</p>		<p>Moving dinosaur pictures - (pivots and levers)</p>	<p>DT day - chocolate bar making & package design</p>	<p>DT day - NASA rocket designers</p>	<p>Design & make updated version of Turbo Dog</p>
Art and Design	<p>Batik Minibeasts</p> <p>Visual Element Focus: Line, space</p> <p>Artist: Shuen-Li Spirit</p> <p>Process: Batik (flour paste version), painting</p>	<p>London's burning collages</p> <p>Visual Element Focus: Colour, value</p> <p>Artist: Range of fire artists images</p> <p>Process: Collage, painting</p>		<p>Food Sculptures</p> <p>Visual Element Focus: Form & texture</p> <p>Artist: Wayne Thiebaud</p> <p>Process: Sculpture</p>	<p>Space Art</p> <p>Visual Element Focus: line, colour, shape</p> <p>Artist: Peter Thorpe</p> <p>Process: Drawing</p>	

Music	West African Call and response song	On this Island: British Song and sounds	Orchestral instruments (Western stories theme)	Musical Me	Dynamic, timbre, tempo and motifs (Space theme),	Myths and legends
PE (Indoor)	Gymnastics	Gymnastics	Dance	Dance	Games skills	Health and Wellbeing
PE (Outdoor)	Fundamentals	Game skills	Games skills	Games skills	Body movement (jumping)	Teambuilding
PSHE	<p>Me and My World</p> <p>Understand why our classroom & school has rules.</p> <p>Know how I am special/unique.</p> <p>Be able to identify groups I belong/don't belong to.</p> <p>Be able to work as a team.</p> <p>Know how to show good learning behaviour.</p>	<p>Keeping Me Healthy and Safe</p> <p>Know how to keep my brain healthy.</p> <p>Know how to keep myself clean. (personal hygiene, spread of germs etc)</p> <p>Be able to identify safer places and people.</p> <p>Know how to keep myself safe.</p> <p>SCIB</p>	<p>Relationships and Feelings 1</p> <p>Understand why my family are important to me.</p> <p>SCIB</p> <p>Understand why I might feel jealous.</p> <p>Understand the meaning of STOP.</p> <p>Know the characteristics of healthy friendships.</p>	<p>We're Different and that's Amazing!</p> <p>Understand ways in which we are all different.</p> <p>Know how to show respect to others.</p> <p>Understand that things don't always seem fair.</p> <p>Know how to solve problems. (friendships)</p> <p>Be able to give and receive compliments.</p>	<p>The World Outside the Classroom</p> <p>Be able to share my aspirations for the future.</p> <p>Know which learning powers might help me achieve my aspirations for the future.</p> <p>Be able to suggest ways to care for our school environment.</p> <p>Be able to suggest ways to care for our community.</p> <p>Know how to make a clear 999 call.</p>	<p>Relationships and Feelings 2</p> <p>Understand how I may behave when feeling different emotions.</p> <p>SCIB</p> <p>Understand how change makes me feel.</p> <p>Be able to express my feelings about change. (transition)</p>
Whole School Enrichment	<p>Art Week</p> <p>Cross Country</p> <p>PTFA Circus</p> <p>European Day of Languages</p> <p>Library Launch</p> <p>Y3 /4 Residential</p> <p>Harvest Festival</p>	<p>Y5 /6 Residential</p> <p>Maths Week</p> <p>Eco Week</p> <p>Christmas Read Around</p> <p>KS1 Christmas Production</p> <p>Carol Service</p>	<p>Take One Picture</p> <p>DT Week</p> <p>Pyjamas and Bedtime Story Read Around</p>	<p>Science Week</p> <p>Book Week</p> <p>Prayer Space</p> <p>Y3 /4 Production</p> <p>Holy Week</p>	<p>Platinum Jubilee Celebrations</p> <p>Royal Reading Picnic</p> <p>Times Timetables Champions' Week</p>	<p>Global Learning Week</p> <p>Read Around - Story from another culture</p> <p>Sports Day</p> <p>School Summer Fayre (PTFA)</p> <p>Y6 Production</p> <p>Eid Al- Adha</p>