Stannington Infant School Curriculum overview

YEAR 2 cycle A (2019 /20)

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **KS1 Theme** | What was it like to live in a castle?  How was it different to life now?  How do we know what it was like to live in a castle? (Castles) | | Is Sheffield Flat?  (Sheffield) | | Would the plants in our garden grow in a rainforest?  (Rainforests) | |
| **Whole School curriculum events / week** | Harvest  No Pens Day | What is light?  (science investigation week) | Number Day  World Book Day | Enterprise week | Arts – Picture this!  Eco School day | How to be healthy |
| **Enrichment** | Conisborough Castle  Western Park Museum | Manor Castle  Music in the Round at the Crucible | Sheffield City Centre  Graves Gallery | Victorian Classroom | Children to visit the Madina Mosque  Sheffield Cathedral | Botanical Gardens |
| **Narrative writing** | Giles Andreas and Korky Paul – Sir Scallywag and the Battle for Stinky Bottom |  | Jeff Brown – Flat Stanley |  | Taking Flight – Literacy Shed |  |
| **Non Fiction Focus** |  | Recount linked to visits to Conisborough and Manor Castle |  | Persuasive texts linked to Sheffield |  | Non Chronological report linked to Rainforests |
| **Maths** | Place Value  Addition & Subtraction | Addition & Subtraction  Money  Multiplication | Division  Statistics  Geometry | Geometry  Fractions  Measures – length and height | Geometry – position and direction  Problem solving  Measures – time | Measures – time  Measures – Mass, Capacity, Temperature  Investigations |
| **PSHE /SMSC** | Being Me in My World:  to understand we all have hopes and fears. | Celebrating difference:  to understand that we are all different and valued.  Anti bullying Day  NSPCC Jumper day  Children in Need | Dreams and Goals:  to set a goal and identify steps they need to carry out in order to achieve it.    Marc Griffiths  Safer Internet Day | Healthy Me:  to make healthier choices | Relationships:  to be able to talk about worries and resolve problems with friends and family.  We are all different Day | Changing Me:  to be able to talk about how our bodies change |
| **Science** | Catergorise and sort living and non-living & create a habitat | | Know what animals and humans need to survive | | Investigate the best conditions for plant growth  To find out how animals survive in different environments  Eco School day | |
| **History** | Identify similarities and differences between life now and life in a castle | Remembrance Day |  | Identify similarities and differences between life now and life as a Victorian child in Sheffield |  | Neil Armstrong and Tim Peake: compare space travel now and then. Write about the impact of space travel |
| **Geography** |  |  | Identify and name the countries that make up the UK | Name and describe physical and human features.  Develop map skills  Compare Stannington to London | Identify different countries in the world | Children will be able to identify human and physical features of a place and suggest why it is or isn’t a suitable place to live. |
| **Design Technology** | To design and make a castle with a pulley.  To record self/ peer evaluations against chosen success criteria.  To make a fruit crumble/soup at Forest Schools. To understand where food comes from. To chop and peel fruit safely. | |  | | To create a land buggy to explore the rainforests.  To assemble and combine different materials. | |
| **Computing** | To use PicCollage to record Forest School work.  Create weekly PowerPoints for the school website sharing our Forest School work  To find an image online, copy and paste it onto a word document.  Use word processing skills and then edit and manipulate the text.  Know how to keep safe online and to be a good friend. | | Use google maps and google street view to locate streets and locations in Stannington.  Know how to keep safe online and to be a good friend.  Programme and debug a beetbot.  Write a programme and debug it using a PurpleMash programme.  Create a branching programme using data gathered in class. | | Use a range of websites to research rainforests  Create a Stop Start animation film based on creative writing text/film clip. | |
| **RE** | To understand what a leader is and how key leaders can make a difference to all our lives. | Diwali  Children to begin to reflect on and talk about different faiths’ ideas of God and compare them to their own. | To enable ch/n to think about the core routines and rules of Islam and start to compare them to the routines and rules in their own lives. |  | To enable ch/n to reflect on and discuss the role of prayer in religion and its’ importance in helping people express their ideas about God. |  |
| **Art** | To use photos of themselves /family members to create a ‘Portrait Gallery’ in the ‘style’ of a particular artist – using a drawing and then paint.  To be able to talk about the particular artist they have chosen (style) and why.  To draw a character from a story and take one part of it to draw in more detail using line and pattern to create texture. | | Create a piece of art work in the style of the chosen artist. | | To create a stop start animation using clay model figures. | |
| **PE Games** | REAL PE unit 1 **Coordination** -  Floor Movement Patterns (FUNS 10)  Static **Balance** -  One Leg Standing  (FUNS 1) | REAL PE- unit 2-Dynamic **Balance** to Agility (FUNS 6)  Static **Balance** – Seated (FUNS 2) | REAL PE unit 3-Dynamic **Balance**  (FUNS 5)  Static Balance –  Small Base (FUNS  4) | REAL PE unit 4- **Coordination –** Ball  Skills (FUNS 9)  Counter **Balance** in  Pairs (FUNS 7) | REAL PE unit 5 - **Coordination** with  Equipment (FUNS 8)  **Agility** –  Reaction/Response  (FUNS 12)  In addition Y2 will also have swimming lessons | REAL PE- unit 6 **Agility –** Ball  Chasing (FUNS 11)  Static **Balance** –  Floor Work (FUNS  3)  In addition Y2 will also have swimming lessons |
| **PE gym** |  | Floor work- Perform basic gymnastic actions Mount and dismount apparatus safely.  Develop balance. |  | Travel in different ways: forwards, backwards, sideways To develop agility using apparatus |  | Sequence 1- Link two gymnastic actions  Sequence 2- Perform a simple gymnastic sequence including a balance and a roll |
| **PE dance** | **Respond** to music- using various movements incl. travel, stretch, twist, turn, jump  **Dynamics** – speed, shape, size, level, direction |  | **Co-ordination and rhythm**- cheerleading **Expression**-respond to various stimuli to show feelings and ideas |  | **Compose**- To link movements with control. |  |
| **Music** | To be able to create a song and piece of music.  Charanga | Charanga | To appreciate music by local artists  Charanga | Charanga | To make a rainforest piece of music  Charanga | Charanga |
| **Instrument tuition** | To learn to play the recorder | | | To learn to play the recorder | | |
| **Forest Schools** | Catergorise and sort living and non-living & create a habitat  To understand and comment on the properties of clay and to create a simple 3D model using clay. To make a fruit crumble or a soup at Forest Schools. | |  |  |  |  |
| **Community** | Macmillan coffee morning  Food Banks | Nativity  Carol singing  Christingle  Family Read | Young Voices | Bunny Hunt | Egg Rolling | Reading Buddies – Nook Lane  Arts Picnic  Y2s Got Talent |
| **25 Things** | Visit an art gallery | Sing in front of an audience | Enter a competition |  |  |  |