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 CastleWestern Park Museum  | Manor Castle Music in the Round at the Crucible | Sheffield City CentreGraves 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 & SubtractionMoney Multiplication  | DivisionStatisticsGeometry  | Geometry FractionsMeasures – length and height  | Geometry – position and direction Problem solving Measures – time  | Measures – timeMeasures – Mass, Capacity, TemperatureInvestigations  |
| **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 growthTo find out how animals survive in different environmentsEco 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 workTo 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 rainforestsCreate 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. | DiwaliChildren 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 (FUNS4) | REAL PE unit 4- **Coordination –** BallSkills (FUNS 9)Counter **Balance** inPairs (FUNS 7) | REAL PE unit 5 - **Coordination** withEquipment (FUNS 8)**Agility** –Reaction/Response(FUNS 12)In addition Y2 will also have swimming lessons | REAL PE- unit 6 **Agility –** BallChasing (FUNS 11)Static **Balance** –Floor Work (FUNS3) 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 actionsSequence 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 artistsCharanga | Charanga | To make a rainforest piece of musicCharanga | 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 habitatTo 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 morningFood 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 |  |  |  |