

## Stannington Infant School Curriculum overview

YEAR 2 cycle A (2019 /20)

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>KS1 Theme</b>	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)	
<b>Whole School curriculum events / week</b>	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
<b>Enrichment</b>	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
<b>Narrative writing</b>	Giles Andreas and Korky Paul – Sir Scallywag and the Battle for Stinky Bottom		Jeff Brown – Flat Stanley		Taking Flight – Literacy Shed	
<b>Non Fiction Focus</b>		Recount linked to visits to Conisborough and Manor Castle		Persuasive texts linked to Sheffield		Non Chronological report linked to Rainforests
<b>Maths</b>	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
<b>PSHE /SMSC</b>	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
<b>Science</b>	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	
<b>History</b>	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

<b>Geography</b>			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.
<b>Design Technology</b>	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.	
<b>Computing</b>	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.	
<b>RE</b>	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.	
<b>Art</b>	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.	
<b>PE Games</b>	REAL PE unit 1 <b>Coordination</b> - Floor Movement Patterns (FUNS 10) Static <b>Balance</b> -	REAL PE- unit 2- Dynamic <b>Balance</b> to Agility (FUNS 6) Static <b>Balance</b> – Seated (FUNS 2)	REAL PE unit 3- Dynamic <b>Balance</b> (FUNS 5) Static Balance – Small Base (FUNS	REAL PE unit 4- <b>Coordination</b> – Ball Skills (FUNS 9) Counter <b>Balance</b> in Pairs (FUNS 7)	REAL PE unit 5 - <b>Coordination</b> with Equipment (FUNS 8) <b>Agility</b> – Reaction/Response	REAL PE- unit 6 <b>Agility</b> – Ball Chasing (FUNS 11) Static <b>Balance</b> – Floor Work (FUNS

	One Leg Standing (FUNS 1)		4)		(FUNS 12) In addition Y2 will also have swimming lessons	3) In addition Y2 will also have swimming lessons
<b>PE gym</b>		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
<b>PE dance</b>	<b>Respond</b> to music- using various movements incl. travel, stretch, twist, turn, jump <b>Dynamics</b> – speed, shape, size, level, direction		<b>Co-ordination and rhythm-</b> cheerleading <b>Expression-</b> respond to various stimuli to show feelings and ideas		<b>Compose-</b> To link movements with control.	
<b>Music</b>	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
<b>Instrument tuition</b>	To learn to play the recorder			To learn to play the recorder		
<b>Forest Schools</b>	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.					
<b>Community</b>	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
<b>25 Things</b>	Visit an art gallery	Sing in front of an audience	Enter a competition			