

Stannington Infant School Curriculum overview

YEAR 2 Cycle A (2021-22)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Theme	Our Local Area		Sheffield		Rainforests	
Whole School curriculum events / week	Harvest (TBC) No Pens Day (TBC)	DT Week – Puppets (TBC) NSPPC Jumper Day Children in Need Anti-Bullying Day	Number Day (TBC)	Science Week (TBC) World Book Day	Arts week (TBC) Eco School day We are all different Day	Healthy Week (TBC)
Enrichment	Local area walks Music in the Round	Stannington Book Awards – done in school Victorian Classroom Graves Gallery	Sheffield City Centre, including the Children’s Hospital Young Voices	Children will visit one local place of worship. Children to visit the Madina Mosque	Reading Buddies Swimming	Sheffield Cathedral Visit to the Botanical Gardens Visits to Nook Lane
Narrative writing	Izzy Gizmo and the Invention Convention by Pip Jones	Traction Man by Mini Gray	Fantastic Mr Fox – Roald Dahl		Little Red Riding Hood and other versions	
Non Fiction Focus				Recounts through diary writing		Non-Chronological report linked to our school bees
Maths	Place Value Addition & Subtraction	Addition & Subtraction Money Geometry- Shape and symmetry	Multiplication and Division	Statistics Fractions	Measures – length, height and mass Capacity, Temperature Measures – time	Measures - Capacity, Temperature Geometry – position and direction
PSHE /SMSC	Being Me in my World: to understand we all have hopes and fears. Create a class charter. Celebrating difference: to understand that we are all different and valued.		Dreams and Goals: to set a goal and identify steps they need to carry out in order to achieve it. Healthy Me: to make healthier choices		Relationships: to be able to talk about worries and resolve problems with friends and family. Changing Me: to be able to talk about how our bodies change	
Science	Materials Look at materials and their properties. Investigate why certain materials are used as opposed to others.		Animals, including humans Notice that animals including humans have offspring that grow.		Plants Investigate plants and the best conditions for plant growth	

	<p>Look at and sort materials that are natural and manmade. Look at which materials can be recycled and which can't .</p>	<p>Know what animals and humans need to survive. Look at food groups, balanced diets and how/ why we need to keep clean, fit and healthy.</p>	<p>Living things and their habitats Categorise living and non-living things. Investigate habitats and create one at Forest School To find out how animals survive in different environments. To create a food chain based on rainforests</p>
History	<p>Develop an awareness of the past. Ask and answer questions about times past and present. Identify similarities and differences between life now and life in Victorian Stannington (1900's). To learn about Queen Victoria Order events chronologically on a timeline (1900's – 2000's) Learn about the Sheffield Flood</p> <p>Learn about events beyond living memory: The Gunpowder Plot</p> <p>Remembrance Day</p>	<p>Develop an awareness of the past. Ask and answer questions about times past and present. The story of the Sheffield Children's Hospital. Learn about Florence Nightingale Write a diary entry based on the life events of Florence Nightingale. Understand how buildings have changed over time in Sheffield</p>	
Geography	<p>To know where Stannington is in the U.K. and the names of the countries that make up the U.K. Use basic geographical vocabulary to refer to human and physical features of Stannington.</p> <p>Use aerial photographs and to recognise landmarks and basic human and physical features of Stannington.</p> <p>Create a map of Stannington with a key.</p>	<p>Use basic geographical vocabulary to refer to human and physical features of Sheffield. Use aerial photographs and to recognise landmarks and basic human and physical features of Sheffield. Kenya comparison with the UK: Use world maps, atlases and globes to identify Kenya. Understand geographical similarities and differences of the UK and Kenya through studying the human and physical geography.</p>	<p>Name and locate the seven continents and five oceans</p> <p>Understand the location of hot and cold areas of the world in relation to the equator and North and South Pole.</p> <p>To know where rainforests are and what the weather is like.</p> <p>To understand what sustainability is.</p>
Design Technology	<p>To design and make a pop-up puppet using a cut-out shape of material and simple running / backstitch. To assemble and combine different materials. To record self/ peer evaluations against chosen success criteria.</p>	<p>To create a sustainable bus with an axle. To assemble and combine different materials. To record self/ peer evaluations against chosen success criteria.</p>	<p>To design and make a well with a pulley. To record self/ peer evaluations against chosen success criteria.</p> <p>To make a fruit crumble/soup at Forest Schools. To understand where food comes from. To chop and peel fruit safely.</p>
Computing	<p>To find an image online, copy and paste it onto a word document.</p>	<p>Use google maps and google street view to locate streets and locations in Sheffield.</p>	<p>Use a range of websites to research rainforests</p>

	Use word processing skills and then edit and manipulate the text. Know how to keep safe online and to be a good friend.		Programme and debug a bee-bot. Write a programme and debug it using a PurpleMash programme. Create a branching programme using data gathered in class.		Create a Stop Start animation film based on narrative text. To use PicCollage to record Forest School work.	
RE		To understand what a leader is and how key leaders can make a difference to all our lives. Look at Christian Symbols and meanings – Focus Christmas. To discuss Christian ideas of God.		To look at, examine and compare different places of worship. Children to look at symbols and their meanings in different faiths - Christian symbols in more detail.	To enable children 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 line, shape, shading and perspective to create an observational drawing of a local building. To be able to talk about the particular local artist we have chosen and create a second drawing in their style. To use photos of themselves to create a pencil portrait then creating a second portrait in the 'style' of a particular artist in a different media – link to colour and colour wheels. Creating calendars and Christmas crafts / activities.		In painting to experiment with colour, tools and layering techniques. Look at different printing techniques. Create a piece of printed art work in the style of a chosen local artist. Create 3D artwork using mixed media – looking at buildings and design. To draw a character from a story and begin to layer and combine media to create effects, patterns and texture. (Collage)		To investigate clay and create a coil pot using slip and clay. To learn about a particular potter that they have chosen. To look at natural art and sculpture – Forest Schools. To learn how to weave and create a simple weaving frame.	
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	Charanga – to be able to perform a song		Charanga - To appreciate music by local artists		Charanga – to make a rainforest piece of music	
Instrument tuition	Ukulele					
Forest Schools						To investigate habitats and create a habitat. To investigate plants – parts and what they need to grow. Art - to look at and create natural art and sculpture, both 2D and 3D. To create close, observational drawings using a view finder. DT – using cutting, grating, whittling skills to create food / objects.
Community		Food Banks Carol singing Christingle Family Read	Young Voices	Bunny Hunt Egg Rolling	Reading Buddies – Nook Lane	Arts Picnic Y2s Got Talent
25 Things	Visit a theatre Visit an art gallery	Sing in front of an audience	Sing in front of an audience Enter a competition	Enter a competition Talk to an artist	Be a bee keeper Use clay	Perform a talent