

## Stannington Infant School Curriculum overview

YEAR 2 Cycle A (2022 -23)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KS1 Theme</b>	<b>Toys</b>		<b>Our Country</b>		<b>Our Changing World</b>	
<b>Whole School curriculum events / week</b>	PSHE focus week	NSPPC Jumper Day Children in Need Anti-Bullying Day Enterprise Week linked to the PFA Christmas Fair	Number Day	Science Week World Book Day	Arts week Eco School day  We are all different Day	Healthy Week
<b>Enrichment</b>	Music in the Round Toys from the past workshop in school Local area walks	Book Awards	Sheffield City Centre Young Voices	Children will visit one local place of worship. Children to visit the Madina Mosque EIS	Reading Buddies Swimming	Sheffield Cathedral Strines Visit Visits to Nook Lane
<b>Narrative writing</b>	Sir Scallywag and the Golden Underpants by Giles Andreae	Traction Man by Mini Gray	Fantastic Mr Fox – Roald Dahl		Little Red Riding Hood and other versions	
<b>Non Fiction Focus</b>		Instructions for board games		Recounts through diary writing		Non-Chronological report linked to our school bees
<b>Maths</b>	Number and Place Value  Addition & Subtraction	Addition and Subtraction	Shape  Multiplication and Division	Fractions  Addition and Subtraction  Money	Measures – time  Statistics	Measures – length and height  Measures - mass capacity and temperature  Geometry – position and direction
<b>PSHE /SMSC</b>	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.  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  Healthy Me: to make healthier choices	

<b>Science</b>	Materials Look at materials and their properties. Investigate why certain materials are used as opposed to others. Look at and sort materials that are natural and manmade. Look at which materials can be recycled and which can't.		Animals, including humans Notice that animals including humans have offspring that grow. 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.	Plants Investigate plants and the best conditions for plant growth  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 the local area
<b>History</b>	Children will compare toys today and toys from the past (their grandparents and beyond) Sequence toys chronologically from the present and past	Remembrance Day	Children will learn about the Great Fire of London and be able to order events chronologically Understand the consequences of the events and how it changed life in the future Use different sources of evidence to research people and events in the past. Explain what objects from the past might have been used for and why. Answer questions about the past using a range of sources.	Children will learn about Charles Darwin, and David Attenborough. Order events chronologically while developing historical language Children will make comparisons about how the world has changed over time. Explain how events from the past have shaped our life today.
<b>Geography</b>	Use basic geographical vocabulary to refer to human and physical features Use aerial photographs and to recognise landmarks and basic human and physical features.		Name, locate on maps and globes and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use basic geographical vocabulary to refer to human and physical features Use aerial photographs and to recognise landmarks and basic human and physical features.	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. Ask geographical questions Understand the location of hot and cold areas of the world in relation to the equator and North and South Pole. To understand what sustainability is.
<b>Design Technology</b>	Explore and evaluate a range of board games Make board games, exploring how they can be made stronger, stiffer and more stable Evaluate their ideas and products against design criteria.			To create a sustainable bus with an axle. To assemble and combine different materials. To make a fruit crumble/soup at Forest Schools. To understand where food comes from. To chop and peel fruit safely.
<b>Computing</b>	Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school		Use google maps and google street view to locate streets and locations in Sheffield. Programme and debug a bee-bot. Write a programme and debug it using a PurpleMash programme.	Use a range of websites to research our world and bees. Create a Stop Start animation film based on narrative text. To use PicCollage to record Forest School work.

	Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		Create a branching programme using data gathered in class.			
<b>RE</b>		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.	
<b>Art</b>	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. <b>Creating calendars and Christmas crafts / activities.</b>		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.	
<b>PE Games</b>	<b>Fundamentals</b> Balancing, running, changing direction, jumping, hopping and skipping.	<b>Ball skills</b> Catching, rolling, hitting a target with both hands and feet and kicking a ball.	<b>Athletic Skills</b> Running at different speeds, jumping and throwing.	<b>Sending and Receiving Skills</b> Throwing and catching, rolling and kicking and stopping a ball.	<b>Athletic Skills</b> Running at different speeds, jumping and throwing.	<b>Striking and fielding skills</b> Throwing and catching, tracking and retrieving a ball and striking a ball.
<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>	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music To be able to create a song and piece of music to accompany an advert for their toy. To be able to compose and perform a song to accompany an advert.		Use their voices expressively and creatively by singing songs and speaking chants and rhymes To appreciate music by local artists		Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
<b>Instrument tuition</b>	Ukulele					
<b>Forest Schools</b>						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.
<b>Community</b>		Food Banks Carol singing Christingle Family Read Xmas Fair	Young Voices	World Book Day Bunny Hunt Egg Rolling	Reading Buddies – Nook Lane	Arts Picnic Y2s Celebrations Summer Fair
<b>25 Things</b>	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