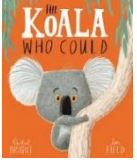
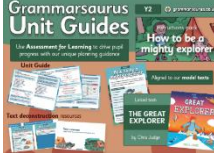


Year 2

Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus subject	Amazing animals and humans	Big lights big city	How does your garden grow?	Where in the world?	Material Magic	Mining through the Years
Key subject focus:	Science Humans and Animals	History Changes within living memory	Science Plants	Geography Locality	Science Materials	History Significant people
Wow moment	Dress up as animals					Blast from the Past
Trips/visitors	Animal encounters	Fire brigade visit	Trip to Eden	Locality walk		Pasty making Wheal Martyn
Enquiry question	How can humans stay healthy?	Why do we call it the great fire of London?	Where do different plants grow?	What is different from Egypt to my home?	What will protect Humpty Dumpty?	How have significant individuals changed our world?
English – core texts to explore	See Year 2 book spine Stories by the author Jill Tomlinson	See Year 2 book spine Cornish stories	See Year 2 book spine Stories by the author Julia Donaldson	See Year 2 book spine Traditional tales	See Year 2 book spine Stories by the author Roald Dahl	See Year 2 book spine Stories by the author Ronda Armitage
T4W text	 Grammarsaurus The Koala Who Could- Rachel Bright	 Grammarsaurus	 Grammarsaurus Great explorer	 Grammarsaurus Supertato	 Grammarsaurus The Three Little Pigs	 Grammarsaurus Superworm



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English Writing	Narrative invention <u>Non-fiction:</u> Letter	Narrative invention *firework poetry <u>Non-fiction:</u> Newspaper report	Narrative innovation *Weather poetry <u>Non-fiction:</u> Geography non-chronological report on contrasting environment	Narrative invention <u>Non-fiction:</u> Science Instructions – 'How to grow a'	Narrative invention <u>Non-fiction:</u> History fact file on significant person from the past	Narrative invention <u>Non-fiction:</u> Geography report/recount on what makes Cornwall special
Key Knowledge and Skills Y2	Use full stops and capital letters mostly correctly. Use capital letters for the personal pronoun 'I' and most proper nouns. Use co-ordination (or, and, but) Use present and past tenses correctly and consistently "Noun, verb, subject, being verbs, action verbs phrases, single clause sentences, co-ordinating conjunctions, compound subjects."	How grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of the present tense and past tense throughout writing	How grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of the present tense and past tense throughout writing	How grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of the present tense and past tense throughout writing	How grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of the present tense and past tense throughout writing Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.	How grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of the present tense and past tense throughout writing Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.



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Key Vocabulary Y2	Y2- noun/who, verb/doing what, adverb/how, adjective/describe, sentence, independent clause, being verb, state of being, action verb, past tense, present tense, co-ordinating conjunction.	Y2- noun/who, verb/doing what, adverb/how, adjective/describe, sentence, independent clause, being verb, state of being, action verb, past tense, present tense, co-ordinating conjunction.	Noun, verb, adjective, adverb, coordinating conjunction, noun phrase.	Noun, verb, adjective, adverb, coordinating conjunction, noun phrase, speech marks.	Noun, verb, adjective, adverb, coordinating conjunction, noun phrase.	Noun, verb, adjective, adverb, coordinating conjunction, noun phrase.
Non-fiction- Wider Curriculum	Explanation on what animals and human need to survive.	Non-chronological report on the Great Fire of London	Persuasive writing, why should we grow more flowers?	Comparison text	Explanation on how to protect Humpty Dumpty	Fact file- William Cookworthy
Wow Write:	Writing about my friends/family	Letter to Father Christmas	Seasons poetry	Recount	Story	My year, best bits
Poetry		Remembrance poetry				Seaside Poetry 1 week
Maths	Number: place value Number: addition and subtraction	Number: addition and subtraction Geometry; shape	Measure: Money Number: multiplication and division	Number: Multiplication and division Measurement: length and height, mass, capacity and temperature.	Fractions Measurement; time	Statistics Geometry; position and direction



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Science	Investigate Living things and their habitats. Lifecycles of humans and animals. Identify a range of animals in different habitats, learn what habitats provide for animals. Find out about animal food chains. Snail day investigation			Plants – observing closely using simple equipment, identifying how different plants live in different climates. Investigate how plants that grow vary around the world to answer the question: I know what plants need in order to grow and stay healthy (water, light and suitable temperature)	Materials- linked to DT Using materials for a purpose. When making superhero vehicles, the children will be: - I identify and name a range of materials including wood, plastic, metal, glass, brick, rock, paper and cardboard - I know why a material might or might not be used for a specific job - I know how materials can be changed by squashing, bending, twisting and stretching I know why exercise, a balanced diet and good hygiene are important for human	
History		Events beyond living memory – The Great Fire of London/Guy Fawkes			Life of a significant individual eg Mary Seacole, Florence Nightingale and/or Edith Cavell.	Significant places in their own locality – Charlestown Life of a significant individual – Charles



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						Rashleigh and William Cookworthy.
Geography			<u>Locality study</u> Local geographical features/draw simple maps depicting their journey from home to school Explore a small area of a contrasting non-European country			Name and locate the world's five oceans and link to all prior learning Identify continents, countries and oceans Compass points Review and reinforce: Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Map work
Computing	Computer systems and Networks + ongoing Digital Literacy I can identify the major parts of digital devices (e.g. keyboard, screen, power, batteries, touchscreen)	Making Music + ongoing Digital Literacy I can create and adjust audio using digital technology	Click & Go: Scratch Jr. + ongoing Digital Literacy I can create and run a program (an algorithm or multiple algorithms that can be understood by a computer)	Digital writing + ongoing Digital Literacy I can save and retrieve work that I have produced (includes auto-save)	Robot Algorithms + ongoing Digital Literacy I can predict the behaviour of simple programs I can create and run a program	Pictograms + ongoing Digital Literacy I can enter data into a computer system I can use a computer to present data I can find answers to questions by



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	I can identify information technology in the school, home, and beyond		I can debug within a simple program	I can move a cursor with the trackpad and click on an icon	I can debug within a simple program	looking at data
Art	Art – Self Portraits Artist: Frida Kahlo		Art – Observational drawing of flowers and plants Artist – Henri Rousseau			Art – Sculptures Artist: Barbara Hepworth
DT						
PSHE	Me and my relationships	Keeping myself safe	Valuing difference	Being my best	Rights and responsibilities <i>Basic First Aid- "In Safe Hands"</i>	Growing and changing
PE	Invasion Games	Gymnastics	Dance	Net and Wall	Striking and Fielding	Athletics
Music Charanga	Questions And Answers/Year 2/NEW: Creative Music Scheme/Home – Cornwall Music Hub Children will be able to:	Let's Keep Singing/Year 2/NEW: Creative Music Scheme/Home – Cornwall Music Hub 1. Enjoy learning to sing songs and start to understand the phrase "in tune with each other"	Sound And Symbol 1/Year 2/NEW: Creative Music Scheme/Home – Cornwall Music Hub 1. Play three notes on a tuned instrument, understanding which is the	Sound And Symbol 2/Year 2/NEW: Creative Music Scheme/Home – Cornwall Music Hub 1. Recognise and write music using dots (blobs), sticks and stave notation.	Around The World/Year 2/NEW: Creative Music Scheme/Home – Cornwall Music Hub <u>1. Listen to music from around the world.</u> - -	The Power Of Communication/Year 2/NEW: Creative Music Scheme/Home – Cornwall Music Hub 1. Communicate the meaning of the song with our voices and sign language.

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	1. Understand what timbre means and identify classroom percussion instruments by listening. 2. Improvise musical questions and answering phrases using body percussion and percussion instruments.	2. Demonstrate an understanding of dynamics and tempo following written or visual instructions.	lowest, middle and highest pitch. 2. Recognise the sound of different families of instruments and how each makes its sounds.	2. Understand and use gradations of dynamics, such as crescendo (getting louder), to add interest to a performance.	2. Explore tempo, understanding that music can be at different speeds.	2. Sing short vocal phrases independently.
RE	What do Christians believe God is like? 	What do Christians believe is the Good News that Jesus brings? 	Who is a Muslim and how do they live? - Part 1 	Why does Easter matter to Christians? 	Who is Muslim and how do they live? - Part 2 	What makes some people and places in Cornwall sacred? (CK4rE – Cornwall Syllabus Unit) 
Sustainability links	Eco warriors-school council Vote for pupils to be eco-warriors in each class and school council. Power/plugs/lights off when not in use.	The fire forced London to rethink its construction materials, shifting from flammable, dense timber to sustainable, fire-resistant materials like brick and stone.	Travelling- bus, train, walking, walking, cycling. Eco travel.	Planting- sustainable food. Upcycling- second hand furniture. Wood- planting trees.	Eco friendly materials- recycling.	Eco friendly-sculptures- natural sculptures. Land art with stones.



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		Eco houses.				
		Solar, water,				