

Curriculum Matrix 2018-19 Year group: Y2

	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (5)	Summer 1 (6)	Summer 2 (8)
Subject:	Folk tales from different countries and cultures	Important Historical figures (Bonfire night in Wk 1, Remembrance Day in wk2) (Black History Month discussing Rosa Parks/Emily Davison?)	From field to Fork	The Owl Who Was Afraid of the Dark	Victorians	Roald Dahl Charlie & the Chocolate Factory
Key Question	Where do traditional tales come from?	What makes a hero?	Where does our food come from?	Which animals like the dark? Why are some people afraid of the dark?	Who were the Victorians?	Who was Roald Dahl?
Focus / Theme	Literacy, Geography	Literacy, history, PSHE	DT and Geography	Literacy (SPaG) and science	History	Literacy, DT
Text / stimulus	Rainbow Bird (aboriginal) Hansel & Gretel http://www.bbc.co.uk/education/topics/zf44jxs/resources/1 BBC link to Indian, Nigerian, Pakistani trad tales Writing trad tales. Writing letters to characters Writing diary entries as narrative Start SATs evidence in writing books (narrative, instructions, non-fiction)	Traction Man The Incredibles If a bus could talk – the story of Rosa Parks Write info texts	Cloudy with a Chance of Meatballs Writing stories Poems about food Write recounts of trip Information texts about other countries learnt about in geography	The Owl Who Was Afraid of the Dark Writing animal non-fiction Writing stories Play scripts letters information texts	Magic Key – Victorian Adventure Writing stories Writing diaries Letters-writing letters with possessive apostrophe to someone's servant/Queen Victorians maid.	Charlie & the Chocolate Factory Recipes for made-up chocolates Instructions for making chocolate lollies diaries Writing book reviews
Sci	Animals including humans - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Hansel & Gretel – no exercise for Hansel. Would you be healthy if you ate the witches house?	-plant bulbs to observe over spring (pot outside classroom) Materials -traction man link/incredibles- design wrapping paper. Posted back to school. identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic,	Plants observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy inc. growing mustard/cress for sandwiches Animals including humans	Living things and their habitats (OWL compare, stuffed/alive etc.) Observe a resurrection plant. explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for	Living things and their habitats -look at what owl eats, owl puke book-look at owl pellets explore what an owl eats- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of	Animals including humans -- find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Guinea pigs/PDSA visit identify and name a variety of plants and animals in their habitats, including microhabitats -Food making healthy food that you have grown.

		glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	--notice that animals, including humans, have offspring which grow into adults -monkey puzzle	the basic needs of different kinds of animals and plants, and how they depend on each other	food. Link to previous learning about owls Victorian botanist- Beatrix potter?	
Hi		Rosa Parks and Emily Davison-lives of significant individuals used to compare life in different periods. Great fire of London-events beyond living that are significant nationally or globally.			Local in-depth study Significant historical events peoples and places In their own locality. Significant individuals-queen Victoria -aspects of change in national life and changes within living memory – how has life changed for our great-grandparents/our parents/us	
Geog	name and locate the world's 7 continents and 5 oceans use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Where do the stories come from – locate on map.	name and locate the world's 7 continents and 5 oceans use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage		- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use basic geographical vocabulary to refer to programmes of study. Owl's perspective from air.	use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment Link to history – Victorian buildings	Make maps of chocolate factory use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
RE	Christianity & Islam	Christianity & Islam	Christianity & Islam	Christianity & Islam	Christianity & Islam	Christianity & Islam
Music	use their voices expressively and creatively by singing songs and speaking chants and rhymes	use their voices expressively and creatively by singing songs and speaking	use their voices expressively and creatively by singing songs and speaking chants and rhymes	experiment with, create, select and combine sounds using the inter-related dimensions of music.	Out of the ark materials -songs about Victorians (The school song) use their voices expressively and	play tuned and untuned instruments musically listen with concentration and understanding to a range of

	<p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Music from related country with traditional tale e.g. Aboriginal music alongside all curriculum songs (SPaG, French, maths)</p>	<p>chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>all curriculum songs (SPaG, French, maths)</p>	<p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>all curriculum songs (SPaG, French, maths)</p>	<p>play tuned and untuned instruments musically</p> <p>Link to nocturnal animal sounds. Sounds of the forest.</p>	<p>creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>high-quality live and recorded music</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Oompa Loompa song link to cinema trip</p>
Art	<p>Aboriginal art</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Fire pictures using pastels. 3D buildings.</p>	<p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Link to Cloudy with a chance of Meatballs.</p>	<p>Silhouettes</p>	<p>Using chalks.</p>	<p>Design and make chocolate bars.</p> <p>to use a range of materials creatively to design and make products</p> <p>Quentin Blake about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
PE	<p>Gymnastics Activities 1</p>	<p>Dance linked to topic</p>	<p>Gymnastics Activities 2</p>	<p>Team games</p>	<p>Movement and Dance</p>	<p>Athletics</p>
PSHCE	<p>New beginnings</p>	<p>Getting on and Falling out Anti-Bullying</p>	<p>Going for goals</p>	<p>Good to be me</p>	<p>Relationships</p>	<p>Changes</p>
DT			<p>Making pizzas</p> <p>Understand where food comes from. Use the basic principles of a varied and healthy diet to prepare food.</p> <p>Grow cress to make sandwiches</p>	<p>Build a bird house for the owl.</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p>		<p>Design and create Willy Wonka chocolate bars and packaging.</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and,</p>

						<p>where appropriate, information and communication technology</p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p>
Computing	Create databases of favourite traditional tales	Animate superhero story	Writing Cloudy with a chance of Meatballs inspired stories on computer. Saving docs etc.	Algorithms – instructions for how to look after an animal	Beebot Directional/programming	Simulations – science ICT games on materials
French	Embedded use of classroom instructions and greetings, animals and colours	Lesson 9-15 Y3 i Languages see overview saved in S drive	Lesson 1-8 Y3 iLanguages see overview saved in S drive	Embedded use of classroom instructions and greetings, animals and colours	Embedded use of classroom instructions and greetings, animals and colours	Consolidate lessons 1-15. Supplement with board games (snakes and ladders (lesson 6) songs etc.
Trips & Visits	Library visit	Pets at home/PDSA visit	Pizza Express	Owls to visit	Candice Victorian classroom experience	Cinema reward trip-showroom