










Long Term Curriculum Overview Year group: Y2

Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	Mary Seacole History	Great Fire of London History	Global Warming Geography	Schools History	From field to Fork Geography	Where in the world? Geography
Key Question	Why was Mary Seacole such an important historical figure? Who was she? What is racism? When was the Crimean war?	Why did London burn? How do we know so much about the Great fire of London?	What is a carbon footprint and how can we reduce it?	How have schools changed?	Where does our food come from? Growing in other parts of the world- can we grow everything we need in the UK?	How does the geography of Islamabad compare to where I live?
Text / stimulus	Traditional tales from around the world: Little Red Riding Hood (French) Aladdin (Middle East, potentially Syria) Hansel & Gretel (Germany)	Samuel Pepys Diary Non-fiction texts: The Great Fire of London: An illustrated History - Emma Adams	The Owl Who Was Afraid of the Dark Non-fiction text about Owls. One World: Michael Foreman Animal fact files Why are the ice caps melting? Anne Rockwell.	A model Instructional text. Sue Palmer skeleton writing frames. Victorian Adventure ORT Non-fiction Schools past and present by Kerry Dinmont	Food poems such as Jelly, Jam and Buttered toast by Denise Rogers The little red hen- use as stimulus for writing own narrative, as a sequel, based on food production.	A model Information text. Sue Palmer skeleton writing frames. Sunflowers big book The tiny seed by Eric Carle
Writing purpose	<u>Entertain</u> - narratives- create a fairytale.	<u>Inform</u> - recounting a real event (Great Fire of London) in the form of a diary.	<u>Inform</u> - Information texts about nocturnal animals. (Owls) <u>Discuss/ persuade</u> - Persuasion writing about global warming and the conditions about the sea and the effects on wildlife	<u>Inform</u> - instructions on how to make a moving monster <u>Persuade</u> - Write a persuasive letter to come to Springfield school <u>Inform</u> - information Text about Springfield	<u>Entertain</u> - narrative <u>Entertain</u> - poetry rhyming words and alliterative patterns	<u>Inform</u> - information text about Islamabad <u>Discuss</u> -
Grammar and Punctuation	Distinguish between common and proper nouns Identifying and rewriting capital letters for proper nouns Identify and write lists of nouns joined with conjunctions (and, or) Identify and write commas to list nouns Use capital letters, full stops and question marks to demarcate sentences Use the past/present tense consistently Compound nouns	Identify and write a present tense action verb Use the present tense consistently Distinguish between statements and commands Identify and write commands Coordinating conjunctions (3.3 and, but) (3.5 or)	Distinguish between singular and plural nouns Maintain the correct subject/verb agreement when writing with singular and plural subjects Identify and write adjectives before nouns acting as the object Identify and write commas to list adjectives Noun phrases	Apostrophes for contraction Prepositions of time, place and movement Identifying main clauses and phrases Identify and write prepositional phrases of time, place and movement within simple sentences Writing a paragraph with prepositional phrases of time, place and movement that begin sentences	Adverbs of manner and time within a sentence Questions Apostrophes for singular possession (3.6) Past and Present progressive tense (she is drumming, he was shouting)	Identify and write adverbs of manner that begin sentences Exclamations (3.1) Use exclamation marks to demarcate sentences Subordination (when, if, that, because)
Science	Animals including humans Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Animals including humans --notice that animals, including humans, have offspring which grow into adults	Materials Suitability for building houses- London then and now Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, 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	Living things and their habitats 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 the basic needs of different kinds of animals and plants, and how they depend on each other	Living things and their habitats 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 food.	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	Plants What plants we eat -growing (and eating) potatoes/peas/tomatoes and investigating ideal conditions for growth.
History	Why was Mary Seacole such an important historian? Events beyond living memory Lives of significant individuals	How do we know so much about the Great fire of London? Events beyond living memory Lives of significant individuals		How have schools changed? Events beyond living memory Springfield Primary School		

	Mary Seacole	Great fire of London				
Geography			<p>How can we persuade people to join us in tackling the causes of global warming? <u>Locational knowledge</u> Name and locate the world's seven continents and five oceans <u>Human and physical geography</u> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to key physical and human geographical features <u>Geographical skills and fieldwork</u> 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</p> <p>Use simple observational skills to study key human and physical features of environments</p>		<p>Why does it matter where my food comes from? <u>Locational knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <u>Human and physical geography</u> Identify daily and seasonal weather patterns in the United Kingdom Use basic geographical vocabulary to refer to key physical and human features <u>Geographical skills and fieldwork</u> 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 to recognise landmarks and basic human and physical features</p>	<p>How does the geography of Islamabad compare to where I live? <u>Locational knowledge</u> Name and locate the world's seven continents and five oceans <u>Place knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country <u>Human and physical geography</u> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to key physical and human geographical features <u>Geographical skills and fieldwork</u> 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 Use simple observational skills to study key human and physical features of environments</p>
RE	What is the good news Christians believe Jesus brings? Part 1	What is the good news Christians believe Jesus brings? Part 2	Who is Muslim and how do they live? Part 1	Why does Easter matter to Christians?	Who is a Muslim and how do they live? Part 2	What makes some places special to believers?
Music	 <p>Hands, Feet, Heart A song written for children to celebrate and learn about South African Music.</p>	 <p>Ho Ho Ho Builds on previous learning. All the learning is focused around one song: Ho Ho Ho - a Christmas song.</p>	 <p>I Wanna Play In A Band Listen and appraise classic Rock songs. Learn about singing and playing together in an ensemble.</p>	 <p>Zoo Time All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	 <p>Friendship Song This is a song about being friends.</p>	 <p>Reflect, Rewind and Replay Consolidation of the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. Caribbean calypso- steel drums</p>
Art	<p>Still Life Make your mark. Tell a story</p> <p>Paint and pencil</p> 		<p>Landscapes and Skyscapes Lowry Paint and perspectives</p> 			<p>Sculpture: Clay</p> 
PE - Indoors	Dance	Ball Skills	Dance	Net and Wall	Target Games	Athletics
PE - Outdoors	Fundamentals	Invasion	Gymnastics	Sending and Receiving	Fitness	Striking and Fielding
RSHE	<p>LIVING IN THE WIDER WORLD -Community C3 What makes a boy or a girl?</p> <p>HEALTH AND WELL BEING -Physical Health: Growing up G1 Will I always be a child? (link with science)</p>	<p>RELATIONSHIPS -Friends: Keeping friendships healthy Fr1 Who is my friend? Fr2 What makes a good friend? Fr3 Should friends tell us what to do? Fr4 How do we stop bullying?</p>	<p>HEALTH AND WELL BEING -Mental wellbeing: Understanding my feelings M2 Who am I? (Recap), M3 What helps me to be happy?</p>	<p>LIVING IN THE WIDER WORLD -Community C2 Who lives in my neighbourhood?</p>	<p>HEALTH AND WELL BEING -Physical health: Staying healthy P3 How do we stop getting ill? P4 How can I stay safe?</p>	<p>LIVING IN THE WIDER WORLD -Online Safety Os1 Screen time [L1] (Recap) Os2 Personal information [S1] Os3 Online strangers [P1] Os4 Fake News [N1]</p> <p>HEALTH AND WELL BEING -Physical health: Staying healthy P2 How do I decide what to eat?</p>

DT		Structures: Building and strengthening a house Building a house. Great fire of London e.g Pudding lane bakery 1. Building, joining and strengthening skills 2. Applying skills 3. Designing and building own structure 4. Evaluate		Mechanisms: slider and levers 1. Pivots, levers, linkages 2. Making linkages 3. Designing an animal 4. Making my animal	Food- Balanced Diet wraps 1. Hidden sugars 2. Taste testing combinations 3. Designing and making wraps 4. Making and evaluating	
Computing	Computing systems and Networks-IT around us	Creating Media- digital photography	Programming A- robot algorithms	Data and information- pictograms	Creating media- digital music	Programming B- programming quizzes
Whole-class Reading Time	Inside the villains by Clotilde Perrin Classic Fairy tales by Berlie Doherty	Samuel Pepys diary Vlad and the Great Fire of London	The Owl who was afraid of the dark Fantastic Mr Fox	Marv and the Dino attack by Alex Falase-Koya L.S Lowry History heroes by Damien Harvey	Author focus- David Walliams Mr Stink Awful auntie The couch potato by Jory John Chocolate cake Michael Rosen	The big book of the blue by Yuval Zommer Soren's seventh song by Dave Eggers Weslandia by Paul Fleischman