


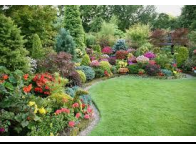
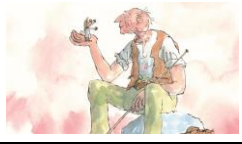



# Year 2 curriculum 2017/18

|                                 | <b>Autumn 1<br/>7 weeks</b>  | <b>Autumn 2<br/>8 weeks</b>  | <b>Spring 1<br/>5 weeks</b>  | <b>Spring 2<br/>6 weeks</b>   | <b>Summer 1<br/>6 weeks</b>  | <b>Summer 2<br/>7 weeks</b>   |
|---------------------------------|--|--|--|---|--|---|
| <b>Subject/ topic</b>           | <b>Take one pic</b><br>   | <b>Sikhism</b><br>  | <b>Alice in Wonderland</b><br>  | <b>Green fingers</b><br>             | <b>BFG</b><br>  | <b>Puffins</b><br> |
| <b>Overarching question?</b>    | Do you have the eye of the tiger?  | What makes places special to you?  | Where does this door take you?   | How does your garden grow?  | Are you ready to dream a little dream?   | Where would you fly to?   |
| <b>Start/Hook</b>               | Tiger talk   | Trip to Gurdwara   | Victorian day  | Garden centre   | Watch BFG  | Puffin Webcam   |
| <b>Finish</b>                   | Take One picture   | Guide to Gurdwara  | Mad hatters tea party  | Plant sale  | Queen's garden party   | Visit to Fruit Farm   |
| <b>English Genres and Focus</b> | <u>Tiger Skin Rug/Beeegu</u><br>Story writing<br>Fact file<br>Descriptive writing<br>Poetry  | <u>Books on Sikhism</u><br>Recount<br>Poetry<br>Guide to Gurdwara<br><br><u>Christmas Jolly Postman</u><br>Story writing<br>Letter writing | <u>Lewis Carroll – Alice in Wonderland</u><br>Story Writing<br>Drama<br>Newspaper report<br>Diary  | <u>Gardening Books</u><br>Instructions<br>Leaflet<br>Labels and packets<br>Explanations<br><br><u>The Sweetest song</u> | <u>BFG</u><br>Instructions<br>Story writing<br>Diary<br>Letter<br>Character description  | <u>Puffin Peter</u><br>Leaflet<br>Story writing<br>Life cycles<br>Booklet                             |
| <b>Mathematics</b>              | Number and Place Value<br>Number: Addition and Subtraction<br>Graphs   | Measurement – length and mass<br>Multiplication and division<br>Number: Addition and Subtraction   | Measurement – money and temperature<br>Properties of shapes<br>Number: Addition and Subtraction  | Fractions<br>Number: Addition and Subtraction   | Measurement – time<br>Measurement –capacity, volume  | Fractions<br>Multiplication and division<br>Number: Addition and Subtraction                          |
| <b>Science</b>                  | <p><b><u>Animals including humans</u></b><br/>Find out about and describe the basic needs of animals,<br/>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b><u>Living things and their habitats</u></b><br/>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> |  | <p><b><u>Materials and their uses</u></b><br/>Identify and compare the suitability of a variety of everyday materials.</p>   | <p><b><u>Plants</u></b><br/>Observe and describe how seeds and bulbs grow into mature plants</p>                        | <p><b><u>Living things and their habitats</u></b><br/>Identify that most living things live in habitats to which they are suited</p> <p><b><u>Animals including humans</u></b><br/>Notice that animals, including humans, have offspring which grow into adults.</p> |   |
| <b>History</b>                  | <p><b><u>History of local farming</u></b><br/>We will be learning about the history of farming in Kent as part of our focus on historical events.</p>  |  | <p><b><u>Victorians – The introduction of the workhouses</u></b><br/>Exploring Victorian life and finding out what Bridge was like in Victorian times.<br/><b><u>Charles Dickens</u></b></p> | <p><b><u>The school</u></b><br/>Exploring how Bridge School has changed over the years.</p>                             | <p><b><u>Roald Dahl</u></b><br/>Explore how Roald Dahl contributed to national and international achievements.</p>   |   |

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|----------------------------|--|--|--|--|---|--|
| <b>Geography</b>           | <b>Humans and physical features</b><br>Comparing similarities and differences of a village in India and Bridge.                                |  | <b>United Kingdom</b><br>To identify countries and capitals of the UK and the surrounding seas.<br><br>Seven continents and five oceans in the world.                                |  | <b>Geographical skills and fieldwork</b><br>Identifying human and physical features around Bridge.<br>Exploring aerial photographs of the local area. |  |
|                            | <b>Weather patterns and continents of the world</b><br>Throughout the year we will be looking at seasonal and daily weather patterns in the UK |  |  |  |   |  |
| <b>Art</b>                 | Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.<br>T1 – Take One Picture     |  | Explore 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. |  | Use drawings, paintings and sculptures to develop and share their ideas. This will be linked to our cross curricular theme on puffins!                |  |
| <b>PSHE</b>                | Being me in my world   | Celebrating difference   | Dreams and goals   | Healthy me   | Relationships   | Changing me  |
| <b>RE</b>                  | <b>Sikhism—Beliefs and Symbolism</b><br>Gurdwara Visit, symbols, events and festivals<br><br>Christmas and Harvest                             |  | <b>Christianity</b><br>Belonging and believing<br><br>Visit to a Church, Sunday Worship and celebrating Easter   |  | <b>Christianity</b><br>Learning from the Bible through stories<br>Beliefs and symbolism<br>Adult life of Jesus<br>Church Community                    |  |
| <b>DT</b>                  |  | Learn to design and evaluate their work<br>By designing and creating their own Gurdwara    | Technical knowledge:<br>Create and explore how a model can be made stronger, stiffer and more stable.  |  | Explore and use mechanisms [for example, levers, sliders, wheels and axles] by creating a sledge for a puffin.  |  |
| <b>PE</b>                  | Fitness- circuit training, skipping<br>FUNDS – throwing and catching   | OAA-problem solving<br>Gym- shape skills   | Tennis<br>Team games- attacking and defending 'Tag' skills   | Gym – agility skills<br>Tennis                           | Athletics<br>Dance (Laura)  | Rounders<br>OAA – orienteering                       |
| <b>Music</b>               | Learning to use 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.<br>Drumming  |  | Listening with concentration and understanding to a range of high quality live and recorded music.  |  |
| <b>Computing</b>           | <b>We are zoologists</b><br>Collect data and create a graph  | <b>We are game testers</b><br>Exploring how computer games work                            | <b>We are detectives</b><br>Emailing a teacher about a topic of their choice.  | <b>We are photographers</b><br>Taking photos and editing | <b>We are astronauts</b><br>Computer coding   | <b>We are researchers</b><br>Create a puffin poster. |
| <b>Christian Values</b>    | Friendship   | Trust  | Thankfulness   | Forgiveness  | Compassion  | Wisdom   |
| <b>Visitors or trips</b>   | Zoo Keeper Visit   | Gurdwara   |  | Garden centre  |   | Trip to local farm                                   |
| <b>Special Focus Weeks</b> | Kent test<br>National Poetry Day – 28 <sup>th</sup><br>September 2017<br>THEME – FREEDOM<br>Roald Dahl Day                                     | Remembrance 11 <sup>th</sup><br>November<br>Bonfire Night<br>Children in Need<br>Christmas | Shrove Tuesday<br>Safer Internet Day<br>World Book Day<br>Chinese New Year   |  |   | Sports Days  |