

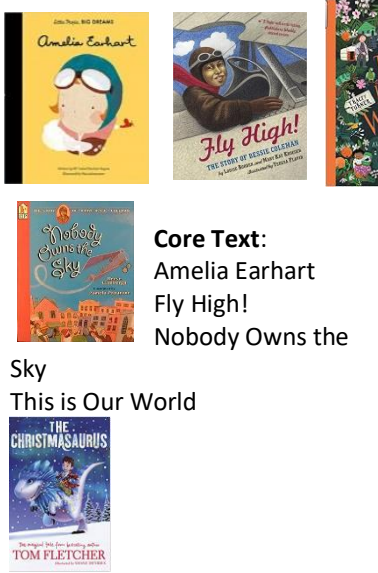

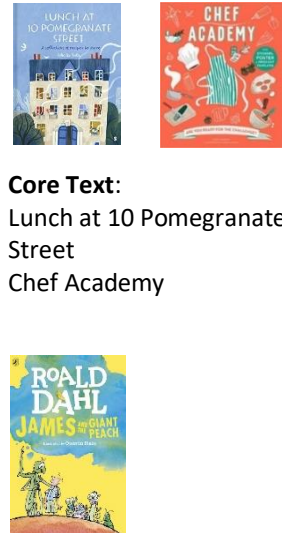






Tetsworth Primary School
Curriculum Map
Year 2 Long Term Overview



Autumn Term		Spring Term		Summer Term	
PSHE Theme		PSHE Theme		PSHE Theme	
BEING ME IN MY WORLD		DREAMS & GOALS		RELATIONSHIPS	
CELEBRATING DIFFERENCE		HEALTHY ME		CHANGING ME	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fire Fire!	Around the World	Fantastic Forests	Scrumdylumptious	Sand, Sea and Sun	Incredible Me
 <p>Core Text: Great Fire of London Toby and the Great Fire of London Vlad and the Great Fire of London</p> <p>Class Book:  The Baker's Boy and the Great Fire of London</p>	 <p>Core Text: Amelia Earhart Fly High! Nobody Owns the Sky</p> <p>Class Book: This is Our World The Christmasaurus</p>	 <p>Core Text: Greta and the Giants Fing</p> <p>Class Book: Lob</p>	 <p>Core Text: Lunch at 10 Pomegranate Street Chef Academy</p> <p>Class Book: James and the Giant Peach Roald Dahl</p>	 <p>Core Text: The lighthouse keeper's lunch Katie Morag</p> <p>Class Book: The day I fell into a fairytale</p>	 <p>Core Text: The secret sky garden</p> <p>Class Book: Charlotte's Web E.B White</p>
<p>PSHE Outcomes: In PSHE, we will:</p> <ul style="list-style-type: none"> Identify our hopes and fears for the new year 	<p>PSHE Outcomes: In PSHE, we will:</p> <ul style="list-style-type: none"> Discuss assumptions and stereotypes about boys and 	<p>PSHE Outcomes: In PSHE, we will:</p> <ul style="list-style-type: none"> Choose a realistic goal and discuss 	<p>PSHE Outcomes: In PSHE, we will:</p> <ul style="list-style-type: none"> Identify how to keep our bodies healthy 	<p>PSHE Outcomes: In PSHE, we will:</p> <ul style="list-style-type: none"> Identify the different members of our 	<p>PSHE Outcomes: In PSHE, we will:</p> <ul style="list-style-type: none"> Recognise life cycles in nature

<ul style="list-style-type: none"> • Recognise when we feel worried and identify who to ask for help • Understand the rights and responsibilities of being in our class and school • Discuss how to make our class a safe place • Discuss choices, rewards and consequences • Understand how following a learning charter will help us to learn • Learn how to work cooperatively 	<p>girls</p> <ul style="list-style-type: none"> • Understand ways boys and girls are similar and different • Understand that bullying can be rooted in difference • Identify how someone who is being bullied may feel • Recognise right and wrong, and understand how and when to stand up for ourselves • Recognise that it is ok to be different from others and that we shouldn't judge others for being different • Identify ways we are different from our friends 	<p>how to achieve it</p> <ul style="list-style-type: none"> • Discuss things we have achieved and how this made us feel • Learn how to persevere when we find things difficult • Identify our own strengths as learners • Recognise who we work well with, and who we struggle to work with • Learn how to work well in a group and be able to identify why • Learn how to share our successes with other people 	<ul style="list-style-type: none"> • Understand that relaxed means and identify things that help us to relax • Understand how medicines work and identify how to use them safely • Recognise which group different foods belong to and which ones we need to be healthy • Identify which foods we enjoy most • Make healthy snacks and understand why they are healthy • Discuss how it feels to share healthy food with our friends • Identify which foods give our bodies energy and nutrition 	<p>families and understand our relationship with each of them</p> <ul style="list-style-type: none"> • Identify why sharing and cooperation is important • Recognise that everyone's family is different • Understand that there are acceptable and non-acceptable types of touch within a family • Identify which types of touch we like and don't like • Identify some causes of conflict with our friends • Demonstrate the positive problem-solving technique to resolve conflicts • Understand that sometimes it is good to keep a secret and sometimes it is not • Discuss how it feels to keep a secret and identify who to talk to if we feel worried • Recognise and appreciate people who help our families, school and community • Identify how trust feels • Express appreciation for people in our 	<ul style="list-style-type: none"> • Understand that some changes are outside our control and discuss how we feel about this • Understand the process of growing from young to old and that this is out of our control • Identify people we respect who are older than us • Recognise how our bodies have changed since we were babies • Recognise the physical differences between boys and girls, using the correct names for private body parts • Recognise that some parts of our bodies are private • Discuss what we like and dislike about being a boy/girl • Understand that there are different types of touch and identify which we like and dislike • Identify what we are looking forward to when we move to our new class • Discuss what changes we will make next year and how we can achieve
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				special relationships and learn how to accept appreciation from others	them
Writing Opportunities: Poetry – Performance Poetry (auditions) Non Fiction – Diary of the events of the Great Fire of London	Writing Opportunities: Non Fiction – Letter writing Fiction – Nativity and play scripts	Writing Opportunities: Fiction – Narrative ‘Greta and the Giants’ Fact File – Jungles	Writing Opportunities: Non Fiction – Instructions text for a recipe Fiction – (Unhealthy person text) Character Description	Writing Opportunities: Non Fiction – Light house keepers lunch - letter Fiction – Post Card	Writing Opportunities: Non Fiction – Secret Sky Garden - Diary Poetry – Transition Poetry
DT: Building a Tudor House Art – sketching of fire	DT: Textiles Christmas card and calendar design. Join fabrics by sewing and apply decorations to a Christmas tree decoration	Art: Beatrix Potter	DT: Preparing fruit salad or a pasta dish	Art: Henderwasser 3D Architect of seaside village	Art: Art in nature – Andy Goldsworthy
Experiential Learning: Fire Engine Science Oxford https://scienceoxford.com/events/great-fire-london/	Experiential Learning: Christmas Production	Experiential Learning:	Experiential Learning: Trip to buy the food for the pasta	Experiential Learning: Mosque	Experiential Learning: Visit to the woods
RE: What did Jesus teach? PE: Coordination footwork, static balance one leg/ Ball skills ICT/Computing: Making Music	RE: Christmas – Jesus is a gift from God. PE: Dynamic balance to agility: jumping and landing, static balance seated/ Invasion ICT/Computing: Effective searching Music: Group compositions with tuned and untuned percussion instruments	RE: Islam: Prayer at home Does praying at regular intervals help a Muslim in his/her everyday life? PE: Dynamic balance on a line. Static balance stance/ Yoga ICT/Computing: On-line safety Music: Arts Week theme;	RE: Easter – Resurrection – How important is it to Christians that Jesus came back to life after his crucifixion? PE: Coordination ball skills/Counter balance with a partner/ Dance ICT/Computing: Spreadsheets and Questions Music: Healthy eating songs: creating ostinatos to these using fruit and vegetable maracas	RE: Islam: Community and Belonging – Does going to a Mosque give Muslims a sense of belonging? PE: Coordination: sending and receiving/Agility: reaction/response/ Gymnastics ICT/Computing: Coding – moving and turning Music: Exploring and creating musical sounds and writing simple graphic scores. Learning	RE: Islam: Hajj – Does completing Hajj make a person a better Muslim? PE: Agility: ball chasing /Static balance floor work. Athletics ICT/Computing: Presenting ideas Music: Learning songs about plants growing; composing music

<p>Science: Materials: Describe the simple physical properties of a variety of everyday materials. Compare their suitability for particular uses in everyday life. Explore how shapes of solid objects can be changed. Group materials into groups for different purposes. Explain how materials can be changed by bending, twisting and stretching. Identify man-made and natural materials.</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> • Identify different everyday materials • Explain what different everyday materials can be used for (wood, plastic, metal, water, rock, paper) • Compare the suitability of everyday materials for a range of purposes • Classify materials • Set up a fair test to observe the suitability of everyday materials for a particular use • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<p>exploring dynamic/tempo/ style contrasts</p> <p>Science: What is a scientist? Scientist – Wright Brothers</p> <ul style="list-style-type: none"> • Perform simple tests to answer questions • Child begin to be systemic in their questions • Use measurements to record • Explore skills and knowledge 	<p>Science: Living things and their habitats. As scientists, we will:</p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead and things that have never been living or dead and can classify appropriately • Know that living things live in habitats to which they are suited • Know what a micro-habitat is and investigate what lives in one (e.g. woodlice under logs) • Name and describe different habitats and know why they are suited to living things (e.g. woodland, pond, grassland) • Know that habitats provide living things with what they need to survive • Know what a simple food chain looks like 	<p>Science: Animals including humans As scientists, we will:</p> <ul style="list-style-type: none"> • Learn that animals, including humans, have off spring which grow into adults • Describe how a baby grows into an adult (stages of life – baby, toddler, child, teenager, adult) • Find out about and describe the basic needs that humans and animals need to survive (water, food and air) • Describe the importance of a healthy diet • Describe the lifecycle of another species (e.g. chick or butterfly) • Describe the importance of exercise and how this helps us 	<p>about rhythms and writing verses for Thame Market – Stall calls</p> <p>Science: Plants As scientists, we will:</p> <ul style="list-style-type: none"> • Understand the parts of plants and trees and why they are important to keep the organism living • Observe and describe how seeds grow into plants • Research and describe our findings to show why plants need water, light and a suitable temperature to grow (scientific enquiry) • Set up a fair test to observe how a seed may grow • Record observations and make simple conclusions to show our learning 	<p>showing different types of weather needed for seeds to grow – connect to Australia.</p> <p>Science: Plants As scientists, we will:</p> <ul style="list-style-type: none"> • Understand the parts of plants and trees and why they are important to keep the organism living • Observe and describe how seeds grow into plants • Research and describe our findings to show why plants need water, light and a suitable temperature to grow (scientific enquiry) • Set up a fair test to observe how a seed may grow • Record observations and make simple conclusions to show our learning
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<p>History: A significant event beyond living history – The Great Fire of London.</p> <p>As historians, we will:</p> <ul style="list-style-type: none"> • Recount facts about the Great Fire of London through writing reports and answering questions • Ask questions about the fire: how, where, when and why did it start? • Explain the cause of the Great Fire of London • Use secondary sources of information to find out about the devastation that the fire caused when it spread (Samuel Pepys) • Research the technology that fire fighters used in the 17th C to tackle the fire • Retell the narrative of the GFOL in the form of a diary entry <p>Explore using sources of information what homes and buildings were made of and how this contributed to the fire</p>	<p>History: Compare and contrast the lives two aviatrixes: Bessie Coleman and Amelia Earhart. Explore how two women were nationally and internationally significant in helping to defeat gender and racial prejudice to further women’s rights in a world dominated by men</p>	<p>and how it works, constructing our own food chain</p> <p>Geography: Down in the Jungle Contrasting Locality</p> <p>As geographers, we will:</p> <ul style="list-style-type: none"> • Describe the climate of a Jungle • Label the layers of canopy within a Jungle • Explain the impact of deforestation on plants, animals and tribes that live in the Jungle • Investigate the different animal and plant species that are native to the Jungle • Locate different jungles on a map of the world • Create a guide to the Jungle, explaining how it is being harmed and how we should protect it 	<p>History: Royal Banquet History of food</p> <p>As historians, we will:</p> <ul style="list-style-type: none"> • Have an understanding of the chronology of various significant British kings and queens, and be able to place some in the correct order. • Recall some key facts about the different monarchs studied in this unit and make comparisons between the lives of Elizabeth I and Queen Victoria. • Talk about how we know about the lives of some significant people in history, and use historical facts to support their opinion about them. 	<p>Geography: Coastal towns – The seaside</p> <p>As geographers, we will:</p> <ul style="list-style-type: none"> • Use basic geographical language to refer to and describe key human and physical coastal features • Use maps and atlases to locate seaside resorts and coastal towns in the UK • Find differences between Slough and a coastal town • Understand why coastal regions became popular over time (tourism) • Learn about why coastal towns make good holiday destinations • Learn about the types of work that are popular in coastal regions (e.g. tourism, fishing) 	<p>Geography: Map skills: Map work – sky garden</p> <p>As geographers, we will:</p> <ul style="list-style-type: none"> • Use atlases and maps to locate Thames, look at Oxford as a city in England, England as a country of the UK, and a UK as a location in relation to the rest of the world • Use aerial photographs/maps to look at how Thames/Oxford has grown and changed over time • Look for key Thames/Oxford landmarks and physical features on maps of Thames/Oxford that have been consistent over time (e.g. the Thames) • Create simple maps using symbols and a key • Understand the
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