

Y2 Wider Curriculum Overview

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
HISTORY/ GEOGRAPHY	<p style="text-align: center;"><u>THE IRON MAN</u></p> <p>In this local geography unit, children will use the text 'The Iron Man' by Ted Hughes as a vehicle to discover areas within our local town that the Iron man would choose to visit. They will use geographical vocabulary to describe the position and direction of local landmarks and design and make their own maps.</p> <p>Suggested read: The Iron Man by Ted Hughes</p>	<p style="text-align: center;"><u>HOT AND COLD</u></p> <p>In this geography unit, children will compare about the differing climates, cultures and landscapes of Australia and Antarctica.</p> <p>Suggested read: The Penguin who wanted to Find Out by Jill Tomlinson and Paul Howard</p>	<p style="text-align: center;"><u>LOTS OF POTS - (2 weeks)</u></p> <p>In this unit children will discover the local history of Barnstaple potters Brannams and their iconic Barum ware. This unit will include a visit to the local museum.</p> <p style="text-align: center;"><u>OH I DO LIKE TO BE BESIDE THE SEASIDE</u></p> <p>In this geography unit we will find out why people like to visit the seaside and how the geographical features of it make it a diverse and interesting place to visit.</p> <p>Suggested Read: The Lighthouse Keeper's Lunch by Ronda Armitage & David Armitage</p>
RE	<p>Who is Muslim and how do they live? (PART 1)</p> <p>INCARNATION: Why does Christmas matter to Christians?</p>	<p>Who is Muslim and how do they live? (PART 2)</p> <p>SALVATION: Why does Easter matter to Christians?</p>	<p>GOSPEL: What is the good news Jesus brings?</p> <p>What makes some places sacred to believers?</p>
D.T	<p style="text-align: center;"><u>PUPPETS</u></p> <p>In this unit children will find out how to work with fabric to create their own puppets. Children will then develop and refine their sewing skills before designing, creating and evaluating their own glove puppets.</p>	<p style="text-align: center;"><u>VEHICLES- FIRE ENGINES</u></p> <p>In this unit children will investigate a variety of different vehicles before designing, making and evaluating their own vehicle. They will learn all about wheels, axles and chassis and how they are combined to make the framework of the vehicle, as well as how to create an eye-catching body.</p>	<p style="text-align: center;"><u>PERFECT PIZZAS</u></p> <p>In this unit the children will develop their understanding of healthy eating as they explore pizzas, discovering what a variety of toppings and bases look, taste and feel like. They will then design and make their own pizza to meet a design brief and evaluate it based on the criteria.</p>
ART	<p style="text-align: center;"><u>HENRI ROUSSEAU</u></p> <p>In this unit children will find out about Rousseau's life as an artist and the places and artists which influenced his work. After exploring his painting techniques in several of his paintings children will create their own Rousseau inspired painting.</p>	<p style="text-align: center;"><u>SUPER SCULPTURES</u></p> <p>In this unit children will find out about the work of a range of well-known sculptors such as Moore, Gormley and Goldsworthy commenting on their personal preferences. They will then use a range of materials and techniques to create sculptures inspired by famous works of art.</p>	<p style="text-align: center;"><u>AUSTRALIAN ABORIGINAL ART</u></p> <p>In this unit children will learn about a range of different Indigenous Australian painting techniques and styles, including dot painting and cross-hatching. They will then use these techniques to decorate a variety of Indigenous Australian artefacts.</p>
MUSIC	<p style="text-align: center;"><u>HANDS, FEET, HEART – AFROPOP AND SOUTH AFRICAN MUSIC</u></p> <p>In this unit children will continue to build on the music knowledge and understanding from year 1 whilst also exploring South African music styles. They will accompany and compose their own music in this genre.</p> <p style="text-align: center;"><u>HO, HO, HO! – RAP AND IMPROVISATION</u></p> <p>This festive unit allows the children to get creative with a Christmas theme. Children will learn the history of many different Christmas classics (religious and popular culture) before composing and performing a festive treat for an audience.</p>	<p style="text-align: center;"><u>I WANNA PLAY IN A BAND – ROCK</u></p> <p>In this unit children will discover the rock genre and listen and respond to many rock classics. The children will learn about the importance of beat, rhythm and pulse within the genre before creating their own class band using their voices and instruments.</p> <p style="text-align: center;"><u>ZOOTIME- REGGAE</u></p> <p>This is the second unit where the children will experience the musical genre of Reggae. In addition to identifying the pulse, rhythm and pitch, children will learn how they can enjoy moving to music by dancing, marching and being animals. They will also learn how songs can tell a story or describe an idea.</p>	<p style="text-align: center;"><u>FRIENDSHIP SONG – POP</u></p> <p>In this unit children will listen and respond to songs about friendship including 'Count on me' by Bruno Mars and 'Give a little love' from the musical Buggy Malone.</p> <p style="text-align: center;"><u>REFLECT, REWIND, REPLAY- CLASSICAL</u></p> <p>In this unit children will think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space</p>
COMPUTING	<p style="text-align: center;"><u>WE ARE ASTRONAUTS</u></p> <p>Children will be introduced to Scratch and will learn how to program simple algorithms.</p> <p style="text-align: center;"><u>WE ARE GAMES TESTERS</u></p> <p>Children will explore how computer games work and predict and test what they expect algorithms to do.</p>	<p style="text-align: center;"><u>WE ARE PHOTOGRAPHERS</u></p> <p>Children will learn to use digital cameras to take high quality photos.</p> <p style="text-align: center;"><u>WE ARE RESEARCHERS</u></p> <p>Children will learn how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p style="text-align: center;"><u>WE ARE DETECTIVES</u></p> <p>Children will understand that email is used to communicate and develop their skills in opening, composing and sending emails.</p> <p style="text-align: center;"><u>WE ARE ZOOLOGISTS</u></p> <p>Children will use a range of software to collect and organise data about bugs.</p>
PE	<p>Real PE Unit 1 –Coordination: Floor movement patterns. Static balances: one leg standing</p> <p>Real PE Unit 2 – Dynamic balance to agility. Seated balance: seated</p> <p>ROH Create & Dance 'Building Blocks Music & Dance' Unit - Perform dances using simple movement patterns.</p>	<p>Real PE Unit 3 – Dynamic balance. Static balance – small base.</p> <p>Real PE Unit 4 – Coordination – ball skills. Counter balance in pairs.</p> <p>Gymnastics - Develop flexibility, strength, technique, control and balance.</p>	<p>Real PE Unit 5 – Coordination with equipment. Agility – reaction and response</p> <p>Real PE Unit 6 – Agility – ball chasing. Static balance – floor work</p> <p>Sports day preparation & games - Participate in team games, developing simple tactics for attacking and defending.</p>
PSHE	<p style="text-align: center;">Tying Shoelaces Brushing Teeth , Healthy Eating</p>	<p>Practice makes perfect, Helping someone in need Worry, Anger</p> <p>Computer Safety:- Image sharing, Computer safety Documentary</p>	<p style="text-align: center;">Living in Our World Working in Our World Hazard watch</p> <p>Relationships / Growing and Changing :- Bullying, body language</p>