

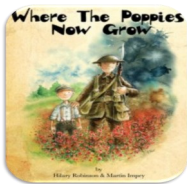
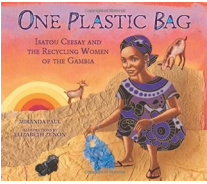
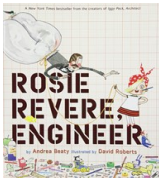

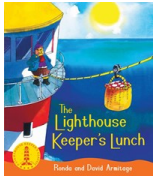
YEAR 2 CURRICULUM OVERVIEW


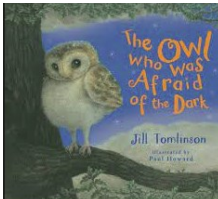

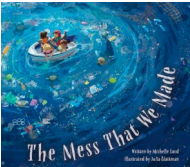
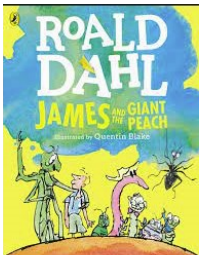
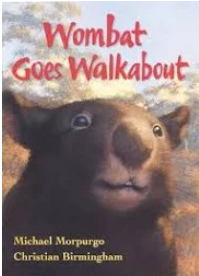
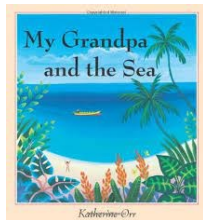
At Christ the King, every child is valued as an individual and is provided with opportunities and experiences to enable them to flourish and aspire to serve and achieve.

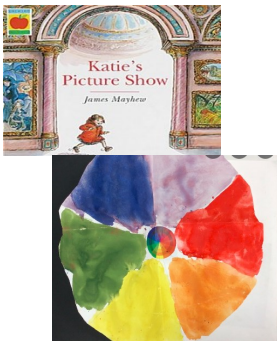




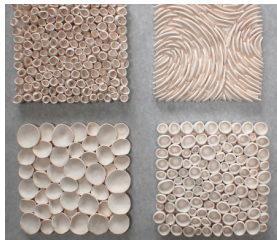
We intend to provide an exciting and cohesive curriculum that enables each child to develop as a confident member of their local and global communities, to provide learning experiences that develop skills, knowledge, relationships, attitude and cognition which are underpinned by the gospel values and a passion to care for our common home.

See Judge Act

COURAGE- standing up for truth: What kind of change can come about when human kind shows courage?

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Religious Education: Topic 1: Beginnings Judaism- Shabbat	Religious Education: Topic 2: Signs and symbols Topic 3: Preparations	Religious Education: Topic 4: Books Islam	Religious Education: Topic 5: Thanksgiving Topic 6: Opportunities	Religious Education: Topic 7: Spread the word Topic 8: Rules	Religious Education: Topic 9: Treasures
Personal, Social & Health Education: Continue with daily reflections, meditations and mindfulness exercises using our Wellbeing Journals.	Module 1 – Created and loved by God Unit 1 – Religious Understanding Unit 2 – Me, my body, my health Unit 3 – emotional well being Unit 4 –Life cycles	Module 2 – Created to love others Unit 1 – Religious understanding Unit 2 – Personal Relationships Unit 3 – Keeping safe	Module 2 – Created to love others Unit 1 – Religious understanding Unit 2 – Personal Relationships Unit 3 – Keeping safe	Module 3 – Created to live in the community Unit 1 – Religious understanding Unit 2 – Personal Relationships Unit 3 – Keeping safe	Module 3 – Created to live in the community Unit 1 – Religious Understanding Unit 2 – Living in the wider world
1 week Theme: Happy Birthday Mary! Who is important to me? 6 week Theme: Once Upon A Time How do story characters show courage ? How would you show courage ?	Theme: Long, Long Ago ... Was everyone in the past compassionate ? 	Theme: Is Plastic Fantastic? Should we forgive those who pollute the planet? 	Theme: All Around the World! How do explorers show courage ? 	Theme: Where do you live? Is it fair that some people do not have homes? (Justice) 	Theme: Do you want to be beside the seaside? Are we all responsible for our seashores? (Integrity) 
Mother Mary Queen Elizabeth Courageous role models	Eva Cavell Samuel Pepys	Mae Jameson Neil Armstrong	Isatou Ceesay Enrichment: reuse plastic	Malala Yousafzai Enrichment: fundraiser tent package	David Attenborough

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
English: Narrative: tradition tales SPaG: Nouns, Adjectives, Conjunctions Sentence types .? ! Spelling rules—ed suffix, change the y to an i	English: Narrative: stories from first person viewpoint including dialogue Recount: diaries and letters Non fiction: instructions Poetry: seasonal themes	English: Non fiction: fact page Narrative: stories with animal main characters and innovating Poetry: focus on damage	English: Non fiction: biography Recount: postcards Narrative: story invention	English: Narrative: story writing with innovation Non fiction: persuasive letters 	English: Narrative: story writing Poetry: senses poetry
Reading: Introduce VIPERS reading skills V=vocabulary I= inference P= prediction E= explanation R= retrieve S= sequencing	Reading: The Owl who was afraid of the dark 	Reading: One plastic bag  	Reading: James and the giant peach 	Reading: Wombat goes walkabout 	Reading: My grandpa and the sea 
Maths: Number and place value Addition and subtraction Money Multiplication and division		Maths: Multiplication and division Statistics Length and shape Fractions		Maths: Time problem solving Position and direction Length, height and temperature	
Science: Establish weekly use of Weather Station Biology - Plant growth Plants grow from seeds, and require water, light and a suitable temperature.	Science: Chemistry—Solids, liquids and gases Understanding how the same substances can exist as solids, liquids and gases.	Science: Chemistry—Uses of everyday materials (continued) Comparisons of an object's material with its use; impact of bending, twisting on solid objects .	Science: Chemistry—Uses of everyday materials (continued) Comparisons of an object's material with its use; impact of bending, twisting on solid objects .	Science: Biology Living things & their habitats Basic introduction to habitats and micro habitats, and simple food chains.	Science: Biology—Needs of animals Animals need water, food and air to survive and to have offspring .

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Geography: 'Mini Mappers': Seasonal weather patterns in the UK and early mapping skills.	History: 'The Great Fire of London': Life in London in the 1660s and the causes and effects of the Great Fire of London.	Geography: 'Rivers, Seas and Oceans' Physical & human features, identification of rivers, lakes, seas, oceans.	History: 'Explorers' The similarities and differences between the lives of Sacagawea and Michael Collins.	Geography: 'Hot and Cold Places': Locating hot and cold deserts and identifying common physical and human features.	History: A local history study.
Art & Design: Primary and Secondary colours 	Design Technology: BALANCED DIET: Pizza toppings: dairy, vitamins, protein choices Art & Design: PAINTING: Study LS Lowry 	Design & Technology: STRUCTURES Making windmills 	Art & Design: DRAWING Draw a story (The Snail and the Whale) 	Design & Technology: MECHANISMS Moving 'monster' 	Art & Design: SCULPTURE Clay tiles (animal textures) 
Computing: Computing systems and networks—what technology do we use around us?	Computing: Creating media—Taking a photo and being able to edit it.	Computing: Designing and programming a sequence.	Computing: Interpreting data and creating a pictogram.	Computing: Thinking about how music makes us feel and creating a piece of music for purpose.	Computing: Explaining a sequence of commands and programming a quiz.
Music: Percussion instruments Sing and play percussion Pitch and learn graphic scores	Music: Music for a nativity General musicianship skills	Music: Sounds for stories How sounds are made Timbre, tempo and dynamics	Music: Sounds for stories How sounds are made Timbre, tempo and dynamics	Music: Live performance and instruments in a performance	Music: Live and performance and instruments in a performance
PE: Invasion games Dance	PE: Invasion games Gymnastics	PE: Dance Net and wall games	PE: Gymnastics Net and wall games	PE: Striking and fielding Athletics	PE: Athletics Striking and fielding