


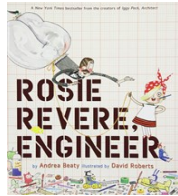
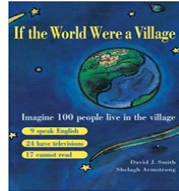
YEAR 2 CURRICULUM OVERVIEW



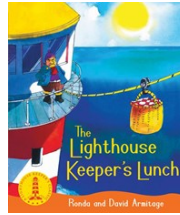


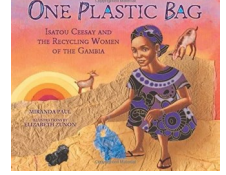
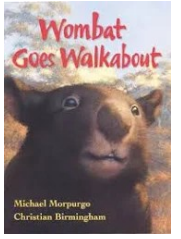


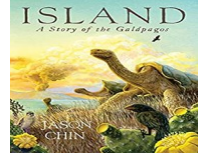
At Christ the King, every child is valued as an individual and is provided with opportunities and experiences to enable them to flourish and aspire to serve and achieve.


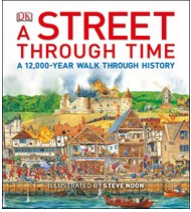
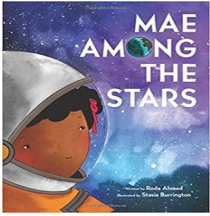
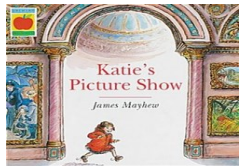
We intend to provide an exciting and cohesive curriculum that enables each child to develop as a confident member of their local and global communities, to provide learning experiences that develop skills, knowledge, relationships, attitude and cognition which are underpinned by the gospel values and 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 did the little pigs show courage? How would you show courage?	Theme: London Calling! Was everyone in the past compassionate? 	Theme: All Around the World! How do explorers show courage? 	Theme: Is Plastic Fantastic? Should we forgive those who pollute the planet?	Theme: Where do you live? Is it fair that some people do not have homes? (Justice) 	Theme: Summertime Seaside Are we all responsible for our seashores? (Integrity)
Inspirational and influential people linking to topics: Louis Armstrong Enrichment: traditional tale dressing up day.	Eva Cavell Samuel Pepys Enrichment: Great fire of London– Drama day	Mae Jameson Neil Armstrong Enrichment: Virtual reality— visit to the moon	Greta Thunberg Isatou Ceesay Enrichment: reuse plastic	Thomas Barnardo Malala Yousafzai Enrichment: fundraiser tent package	David Attenborough Hugh Ferrnly Whittingstall Enrichment: Visit to Hengistbury Head

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>English:</p> <p>Narrative: tradition tales</p> <p>SPAG: Spelling, punctuation grammar</p>	<p>English:</p> <p>Narrative: stories from first person viewpoint</p> <p>Recount: diaries and letters</p> <p>Non fiction: instructions</p> <p>Poetry: word play (fireworks)</p>	<p>English:</p> <p>Non fiction: fact page</p> <p>Narrative: stories with animal main characters</p> <p>Poetry: focus on damage</p>	<p>English:</p> <p>Non fiction: biography</p> <p>Recount: postcards</p> 	<p>English:</p> <p>Narrative: story writing</p> <p>Non fiction: persuasive letters</p> 	<p>English:</p> <p>Narrative: story writing</p> <p>Poetry: senses poetry</p> 
<p>Reading:</p> <p>Introduce VIPERS reading skills</p> <p>V=vocabulary</p> <p>I= inference</p> <p>P= prediction</p> <p>E= explanation</p> <p>R= retrieve</p> <p>S= sequencing</p>	<p>Reading:</p> <p>Katie in London</p> 	<p>Reading:</p> <p>The Owl who was afraid of the dark</p> 	<p>Reading:</p> <p>One plastic bag</p> 	<p>Reading:</p> <p>Wombat goes walkabout</p> 	<p>Reading:</p> <p>Coming to England</p> 
<p>Maths:</p> <p>Number and place value</p> <p>Addition and subtraction</p> <p>Money</p> <p>Multiplication and division</p>		<p>Maths:</p> <p>Multiplication and division</p> <p>Statistics</p> <p>Length and shape</p> <p>Fractions</p>		<p>Maths:</p> <p>Time</p> <p>problem solving</p> <p>Position and direction</p> <p>Length, height and temperature</p>	
<p>Science:</p> <p>Establish weekly use of Weather Station</p> <p>Topic: Bulbs! Observation and planting</p> <p>Observing changes</p>	<p>Science:</p> <p>Topic: Plants</p> <p>Observing changes</p> <p>Exploring materials</p>	<p>Science:</p> <p>Topic: Materials including forces</p>	<p>Science:</p> <p>Topic: Materials including forces</p> <p>Science week:</p> 	<p>Science:</p> <p>Topic: Animals including humans</p> 	<p>Science:</p> <p>Topic: Living things, habitats, food chains.</p>

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Geography:</p> <p>Revisit countries and cities of the UK</p> <p>Directions and routes, and simple mapping skills</p> 	<p>History:</p> <p>Significant events and people during the Great Fire of London</p> 	<p>History:</p> <p>Explorers of the world</p> 	<p>Geography:</p> <p>Continents and oceans of the world</p>	<p>Geography:</p> <p>Comparing a local area with a non European area</p>	<p>History:</p> <p>How seashores have changed</p> <p>Geography:</p> <p>Geographical features of coastlines and seashores</p>
<p>Art & Design:</p> <p>Mixing paint for a colour wheel</p> <p>Painting, mixing colours</p> 	<p>Design Technology:</p> <p>Making scenes</p> <p>Art & Design: 3d (clay)</p>	<p>Art & Design: 3d planet</p> <p>Artist: Hokusai</p>	<p>Design Technology:</p> <p>Re-use plastic for another purpose</p> <p>Art & Design: collage</p>	<p>Art & Design: drawing techniques and pencil control.</p>	<p>Art & Design: printing</p> <p>Design Technology:</p> <p>Puppet making</p>
<p>Computing:</p> <p>2.1: Programming on screen</p>	<p>Computing:</p> <p>2.2: We are games testers</p>	<p>Computing:</p> <p>2.3: Taking better photos</p>	<p>Computing:</p> <p>2.4: We are researchers</p>	<p>Computing:</p> <p>2.5: Collecting clues</p>	<p>Computing:</p> <p>2.6: Collecting data about bugs</p>
<p>Music:</p> <p>Percussion instruments</p> <p>Sing and play percussion</p> <p>Pitch and learn graphic scores</p>	<p>Music:</p> <p>Music for a nativity</p> <p>General musicianship skills</p>	<p>Music:</p> <p>Sounds for stories</p> <p>How sounds are made</p> <p>Timbre, tempo and dynamics</p>	<p>Music:</p> <p>Sounds for stories</p> <p>How sounds are made</p> <p>Timbre, tempo and dynamics</p>	<p>Music:</p> <p>Live performance and instruments in a performance</p>	<p>Music:</p> <p>Live and performance and instruments in a performance</p>
<p>PE:</p> <p>Invasion games</p> <p>Dance</p>	<p>PE:</p> <p>Invasion games</p> <p>Gymnastics</p>	<p>PE:</p> <p>Dance</p> <p>Net and wall games</p>	<p>PE:</p> <p>Gymnastics</p> <p>Net and wall games</p>	<p>PE:</p> <p>Striking and fielding</p> <p>Athletics</p>	<p>PE:</p> <p>Athletics</p> <p>Striking and fielding</p>