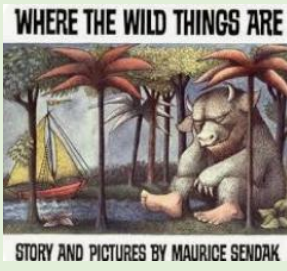
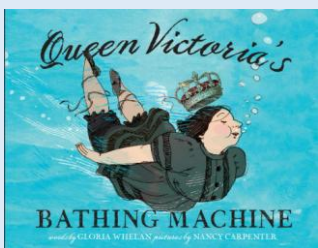
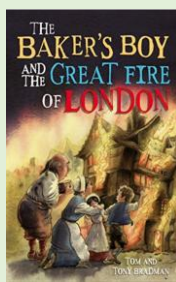
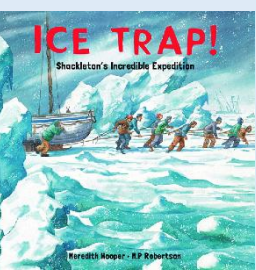


The Grove Primary School
Year 2 Curriculum Overview

	Term 1 - Short Topic: Where The Wild Things Are	Term 2/3 - Long Topic: Oh I do like to be beside the seaside!	Term 4/5 - Long Topic: The Heat is On!	Term 6 - Short Topic: Antarctica
Book at the heart of the curriculum.	 Where the Wild Things Are – Maurice Sendak	 Queen Victoria's Bathing Machine - Gloria Whelan	 The Baker's Boy and the Great Fire of London - Tom Bradman	 Ice Trap! – Meredith Hooper
Texts used to teach reading	Where The Wild Things Are – The Movie Story Book Owls – National Geographic Kids The Owl Who Was Afraid of the Dark	Magic Beach – Alison Lester The Lighthouse Keeper's Lunch – David & Rhonda Armitage Major Glad and Major Dizzy Victorian Tales- The Sea Monsters Queen Victoria's Bathing Machine – Gloria Whelan	You Wouldn't Want to Be in The Great Fire of London The Great Fire of London Toby and The Great Fire of London	Sophie Scott Goes South Lost and Found
Texts used to drive writing	Where The Wild Things Are – The Movie Story Book	At The Beach: Post Cards from Crabby Spit - Ronald Harvey		
Texts used in other areas of the curriculum. E.g. PSHE book Scientist of the Term				
Writing – Text Types	Genre Letter Narrative Story Persuasive Letter Final piece/s: Letter to teacher – based on 'Dear Teacher' book Sequel to WTWTA Letter from the Wild Things persuading Max to come back to the island.	Genre Postcard Recount Instruction Non-chronological report Persuasive letter Narrative story biography? Final piece/s: Postcard about a day at the beach. Recount of school trip Instruction text on how to make a Victorian toy Non-chronological report about Florence Nightingale/Queen Victoria Persuasive letter to change one of the house heads to Queen Victoria Story inspired by The Sea Monsters	Genre Diary writing Story writing Final piece/s: Diary writing from Samuel Pepys' perspective Story going back in time to The Great Fire of London	Genre Diary writing Newspaper article Final piece/s: Diary writing from Ernest Shackleton's perspective about the Endurance expedition Newspaper article about a member of staff getting stuck in the ice in Antarctica
Art and Design	Creating a pencil Drawing in the style of Frida Kahlo Final piece: Portrait in the style of Frida Kahlo with a Wild Thing inspired background.	– To confidently name the primary and secondary colours. – To confidently mix primary colours to make secondary colours. – To add white and black to create many tints and shades.	– To make collages and textile work using a range of materials to create effect with growing accuracy and independence, e.g. fabric, paper, pasta, beans and larger tactile materials with confidence and independence. – To create a simple mosaic.	– To shape and form from direct observation, both malleable and rigid materials (including clay, newspaper and card) using a range of simple tools. – To have an awareness of natural and man-made forms as well as recycled materials, and to

		– To make as many tones of one colour as you can using white. – To begin to learn about warm and cool colours. Final piece: Seaside collage	Final piece: GFOL house to be burnt in our own Great Fire of Grove! A collage to represent the fire within the Great fire of London	experiment with, construct and join these materials more confidently. – To understand the safety and basic care of materials and tools. – To use a variety of techniques when using clay including rolling, kneading, shaping, cutting, pinching, marking, moulding and carving; and to manipulate for a variety of purposes, including simple coil pots and models. – To replicate patterns and textures in a 3D form. – To know about the work of other sculptors. – To use a variety of tools, materials and objects with growing independence and confidence to create prints. – To press, roll, rub and stamp using various materials to make prints and to do this with greater accuracy and independence. – To use a variety of printing techniques, including relief printing (using polystyrene), fabric printing, rubbings and monoprinting – To design patterns of increasing complexity and repetition. Final piece: Creating a Clay penguin in movement which represents a penguin fleeing from Shackleton’s expedition.
Computing	Outline of objectives: Computing systems and networks- IT around us	Outline of objectives: Creating media - Digital photography Programming A - Robot algorithms Final Project: To take a picture of our poster to show the seaside now and then. (Can be printed and taken home for each group) To program a robot to move around a Victorian mat (use plain mats and draw Victorian objects to avoid etc).	Outline of objectives: Data and information- Pictograms Creating media- Digital music Final Project: Creating pictograms Creating music on Chrome Music Lab inspired by London’s Burning	Outline of objectives: Programming B- Programming quizzes Final Project: Create quiz about Antarctica
Online Safety	Outline of objectives: Health Wellbeing Lifestyle	Outline of objectives: Online Bullying & Online Relationships	Outline of objectives: Privacy and Security & Self-Image	Outline of objectives: Managing Online Information
Design and Technology	Outline of objectives: Make design and evaluate Final Project: Creating a habitat for a Wild Thing – based on Where the Wild Things are.	Outline of objectives: To design a product. To join together materials using a stitch. To evaluate a product. Final Project:	Outline of objectives: To use levers To evaluate an existing product To design and make a product using a lever. Research and create a house based on houses of a similar style from that era. Use measuring, marking and materials to make the house. Final Project: GFOL house to be burnt in our own Great Fire of Grove incorporate no flames of fire in the window through a lever.	Outline of objectives: -To create a plate of food which includes all the food groups using the eat well plate. - To research 5 a day and –To identify where food comes from (e.g. farmed, caught, reared, home-grown) –To shape and finish a product or dish to make it look appealing. –To cut, peel and grate with some independence. –To explain what hygiene means and how to be hygienic when handling food. Final Project: To create bread to take to Antarctica.
Geography	Outline of objectives: To use a compass To follow a route on a map	Outline of objectives: To identify and explore features of a seaside town.	Outline of objectives:	Outline of objectives: To study the Polar Regions and understand how its location affects its climate.

	To conduct a litter field study. Final Project: Litter field study	To understand human and physical features of the seaside. To identify coastal regions and why the UK has more than other landlocked countries. To locate seaside towns and cities in the UK using an atlas. Final Project: To design a seaside town and create a map, thinking about the suitability of materials to build human features	Children should know all four points of a compass. Begin to compare places on a simple map using these compass points. Children can navigate around the school grounds using a route laid out on a simple map. Final Project: To create a PowerPoint explaining the differences between London today and London during the GFoL.	To understand that temperature increases in places closer to the equator. To understand how weather might alter in different countries based on its location and what season it's in. To confidently explain what global warming is and understand how it impacts the environment. To understand what steps can be taken to resolve the issue of littering. Explore the school, looking at which part has the most litter and why this is. To conduct studies of the local area to see the impact of littering on the environment. Final Project: To create a presentation on how to stop global warming.
History		Outline of objectives: To give some similarities between a historical period and today. To explain why they think things were different in the past. To order dates from earliest to latest on a simple time line. To find out information and key events about the past using stories. Begin to describe similarities and differences in artefacts. Final Project: Create a poster to show the seaside in the Victorian times and now. (Picture split in half)	Outline of objectives: To find out information and key events about the past using stories. To find out about key leaders during the Great Fire of London. To explain why they think things were different in the past. To give some similarities between a historical period and today. Final Project: Great Debate linked to English- Was King Charles II an effective leader during the Great Fire of London?	Outline of objectives: To find out information and key events about the past using stories. Final Project: To write a diary entry from Ernest Shackleton's perspective.
Music	Outline of objectives: To play as an ensemble. To listen and appraise a piece of music, To sing a phrase back to a leader. Final Project: Performance of 'Rock Today' and 'Rocket Ship' to Y2 Teachers and TAs (who have not been present during recorder lessons)	Outline of objectives: To play as an ensemble. To listen and appraise a piece of music, To sing a phrase back to a leader. To take part in a larger piece of music and theatre, Final Project: KS1 Christmas performance	Outline of objectives: To play as an ensemble. To listen and appraise a piece of music, To sing a phrase back to a leader. To take part in a larger piece of music and theatre, Final Project: To take turns playing part of peter and the wolf	Outline of objectives: To play as an ensemble. To listen and appraise a piece of music, To sing a phrase back to a leader. To take part in a larger piece of music and theatre, Final Project: Final recorder concert of the year
Physical Education	Outline of objectives: Dodging Ball skills	Outline of objectives: Games for Understanding Balls Skills Hands Health and Wellbeing Balls Skills Feet	Outline of objectives: Dance Balls Skills Hands (underarm throwing) Gymnastics Pathways Jumping	Outline of objectives: Dance Team Building
Personal Development	Outline of objectives: Me and my relationships	Outline of objectives: Valuing difference	Outline of objectives: Rights and Respect Being my Best	Outline of objectives: Growing and changing.
Religious Education	Outline of objectives: - I can remember something Jesus said to be kind. - I can retell a story Jesus told about being kind. - I can tell how Christians try to follow Jesus' example of being kind.	Outline of objectives: - I can remember some of the Christmas story. - I can recall the Christmas story and understand that Jesus was a gift to the world. - I can explain how Jesus coming to the world shows why Christians believe they should love the world. - I can remember things about a Muslim prayer. - I can use the right words to describe how Muslims pray and begin to explain why they do this?	Outline of objectives: - I can recall parts of the Easter story. - I can recall what Christians believe happened on Easter Sunday? - I can tell you about the Christian belief in Jesus' resurrection and start to explain why this is important to them. - I can use the right words to describe what Muslims do and feel when they attend prayer at the Mosque.	Outline of objectives: Islam Does completing Hajj make a person a better Muslim? - I can use the right words to tell you about some parts of Hajj. - I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.

		- I can describe the Muslim prayer routine and explain how they believe this helps them in their everyday lives.	- I can explain what happened when Muslims pray alone or at the mosque. - I can describe how a Muslim achieves a sense of belonging through praying. Does going to the mosque give Muslims a sense of belonging? - I can use the right words to describe what Muslims do and feel when they attend prayer at the Mosque. - I can explain what happened when Muslims pray alone or at the mosque. - I can describe how a Muslim achieves a sense of belonging through praying.	- I can start to explain how some of the events during Haij could help Muslims feel a sense of commitment to God.
Science	Outline of objectives: Living things and their Habitats Final project How are living things adapted to suit their habitats?	Outline of objectives: Materials Final project To design a seaside town and create a map, thinking about the suitability of materials to build human features	Outline of objectives: Animals including humans Plants Final project	Outline of objectives: Consolidation & catch up Final project

The Grove Enrichment Programme				
Oracy Opportunities		Great Debate - Would you like to be a child in the Victorian era?	Great Debate - Was King Charles II an effective leader during the Great Fire of London?	Great Debate - Should people be allowed to visit Antarctica? Presentation on Global Warming
Aspirational Visitors		David Birks – Trowbridge museum – What it is like to be a museum curator.		A visit from an explorer
Enrichment Opportunities	Walk around school. Workshop with Wiltshire Wildlife Trust at Biss Woods	Trip to Trowbridge Museum Trip to the seaside – beach (Later in the year to recap topic)	Visit from the local fire engine/firefighters. GFOL in the Forest	Antarctica project Arts Week and Poetry Slam!
LEARN – School Values	Nurture - looking after the environment & animals	Lead - Queen Victoria and Florence Nightingale Respect - Learning from the leader’s and how to respect others	Endeavour/Aspire/Lead - aspirational role of future jobs (firefighter)	Aspire – Children to be proud of what they have produced for the arts days.
Leaders of Today and Tomorrow	Golden Thread Equity and equality Leading	Learning why Queen Victoria is a significant leader Equity and equality- women in aspirational roles	Leading - Debating how King Charles II could have been a more effective leader in the GFOL.	