



	Autumn Term		Spring Term		Summer Term	
	Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
<b>Topic Title/Theme</b>	An Eye on London		Wonder Women		Hot and Cold	Buckets and Spades
<b>Enquiry question</b>	What happened to London during the fire of 1666?		Why are these women inspirational?		How do animals adapt?	How has the seaside changed?
<b>Topic Launch</b>	LAUNCH- London's burning (week 3)		LAUNCH- Teachers in role as Florence Nightingale and Mary Seacole		LAUNCH- Parcel with a toy penguin	LAUNCH- A day at the seaside
<b>Educational Visits, Visitors &amp; Themed Assemblies/ Weeks</b>		Great Fire of London workshop		Woodlands walk		Brighton beach and Sea life centre
<b>CURRICULUM</b>						
<b>English key text/s</b>	Paddington	Great fire of London information books	The Three Little Pigs Little Red Riding Hood	The Gruffalo	Starlight	The Lighthouse Keeper's Lunch The Lighthouse Keeper's Catastrophe
<b>Additional reading texts (Guided/Echo/Pleasure)</b>	Paddington bear stories	Information books on London	Fred Riding Hood Ninja Bread Man The Wolf Story Mary Seacole information books	Julia Donaldson books Woodland Information books	Poles apart The Penguin who wanted to find out	How does a lighthouse work? Lighthouse series book
<b>Significant people</b>	Samuel Pepys	Guy Fawkes	Mary Seacole/Florence Nightingale	Julia Donaldson	Jill Tomlinson	
<b>History</b>	The Plague/Great Fire of London	Gunpowder plot	Significant individuals			Seaside past and present
<b>Geography</b>		Locational knowledge		Geographical skills	Human and physical geography/ Locational	
<b>Art &amp; DT</b>	Design and make a vehicle for Paddington	Pattern: buildings	Self-portraits	Clay animal masks	Weaving hot/ cold landscape	Colour/rod puppets Healthy sandwiches
<b>Maths</b>	<b>Y2 Math Mastery NCETM/White Rose</b>					
<b>Science</b>	<p><b>WORKING SCIENTIFICALLY</b> During Year 2 children will be taught to use the following practical science methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>Asking simple questions and recognising that they can be answered in different ways</li> <li>Observing closely using simple equipment</li> <li>Performing simple tests</li> <li>Identifying and classifying</li> <li>Using their observations and ideas to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions</li> </ul>					
	Use of everyday materials	Use of everyday materials	Animals inc. humans	Plants	Living things and their habitats	Living things and their habitats
<b>RE</b>	Judaism – Why are they having a Jewish party?	Why are saints important to Christianity?/ Where is The Light of Christmas?	Why do Christians make and keep promises before God? Christian Baptism and Marriage – Church visit	What is the story of Noah really about? How do Christian Symbols Help Us to Understand the True Meaning of Easter?	What does it mean to be a Hindu?	What responsibility has God given people about taking care of creation?
<b>RSHE</b>	Understanding families Families and how they care for us	Looking after our teeth Harmful Substances	Online relationships	Making decisions	Private parts and Personal Space Staying safe in the sun	Road Safety First Aid
<b>Computing</b>	Online Safety	Digital skills and Media	E-Safety	Digital skills and Media	E-Safety	Coding
<b>Music</b>	Pulse & Rhythm:	“Rest”:	Simple Time & Rhythm Names	The Strong Beat & Bar Lines:	Crotchet Rest:	Pitch:



St John's Curriculum Overview: Year 2



	Distinguishing between them.	Aural feature of the phrase.	Two notes to one pulse. <i>ta ti-ti</i> .	Introducing the bar line in 2/4.	The symbol in the written phrase.	Higher and lower. Minor 3 <sup>rd</sup> .
PE	Games/Dance/Gym					