


# Year 2 Curriculum Overview





*Pupils develop understanding beyond their own experience, build knowledge of the wider world and of diverse places, societies and cultures, and become more adept at making comparisons between people and places. They explore reasons for these disparities and connections between people, places and environments. They express and explain their opinions and learn to consider others' views, developing their sense of fairness/justice and begin to understand that people's choices can affect local and global issues.*

	<b>Who Do I Want To Be?</b>		
<b>Term and theme</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<p><b>Making Connections, Making Changes: Invent, Innovate and Campaign</b></p> <p><b>Careers week:</b> <b>Focus on empowering an 'I CAN' mindset, Global Goal #5 Gender Equality and STEM</b> <b>What kind of leader do I want to be?</b></p>	<p><b>Making Connections, Making Changes: Look into the Future</b></p> <p><b>STEAM: Elements of Change</b> <b>What kind of scientist could I be? How can we create change? What changes can we make now to ensure a better future?</b></p>	<p><b>Making Connections, Making Changes: Taking Action, Making a Difference</b></p> <p><b>Moving People, Changing Places.</b> <b>Focus on advocacy because change starts with us. We will explore change and connections on a variety of scales, for example through fair trade and migration.</b></p>
 <b>UNCRC</b>	<p>The right to be heard The right to be healthy The right to a childhood The right to be treated fairly The right to be educated</p>	<p>The right to be heard The right to be healthy The right to a childhood The right to be treated fairly The right to be educated</p>	<p>The right to be healthy The right to be treated fairly The right to be educated</p>

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 <p><b>Global Learning theme (knowledge and understanding) values and skills</b></p>	<p><b><u>Making Connections, Making Changes: Invent, Innovate and Campaign</u></b></p> <p><b><u>Knowledge and Understanding:</u></b> Sustainable Development, Identity and Diversity.</p> <p><b><u>Values:</u></b> Belief that people can bring about change, Sense of Identity and Self-Esteem, Respect for People and Human Rights.</p> <p><b><u>Skills:</u></b> Communication Challenging perceptions and stereotypes</p>	<p><b><u>Making Connections, Making Changes: Look into the Future</u></b></p> <p><b><u>Knowledge and Understanding:</u></b> Sustainable Development, Globalisation and Inter-dependence.</p> <p><b><u>Values:</u></b> Belief that people can bring about change, Commitment to participation and inclusion.</p> <p><b><u>Skills:</u></b> Communication Co-operation and teamwork</p>	<p><b><u>Making Connections, Making Changes: Taking Action, Making a Difference</u></b></p> <p><b><u>Knowledge and Understanding:</u></b> Sustainable Development, Human Rights, Globalisation and Inter-dependence.</p> <p><b><u>Values:</u></b> Belief that people can bring about change, Commitment to participation and inclusion, Empathy.</p> <p><b><u>Skills:</u></b> Reflection and evaluation Co-operation and teamwork</p>
 <p><b>Initial stimulus and Outcome</b></p>	<p><b><u>Invent, Innovate and Campaign</u></b></p> <p><b>CAREERS WEEK:</b> Focus on empowering an 'I CAN' mindset, Global Goal #5 Gender Equality and STEM <b>What kind of leader do I want to be?</b></p> <p><b>Stimulus:</b> Assemblies, World's Largest Lesson.....</p> <p><b>Partnerships:</b> World's Largest Lesson, Careers week contributors.</p> <p><b>Outcome:</b> Contribution to whole school SDG project launch video/website posts from Careers Week @TheWorldsLesson</p>	<p><b><u>Look into the Future</u></b></p> <p><b>STEAM:</b> Elements of Change</p> <p><b>Stimulus:</b> Assemblies, Dapne Oram, Sol Lewitt, how can we create change? What Kind of Scientists Could I Be? <b>Link to Careers Week: What kind of leader do I want to be?</b></p> <p><b>Possible Partnerships:</b> CLC, Cornelia Parker</p> <p><b>Outcome:</b> Making Connections, Making Changes – Look into the Future. Exhibition curated by the children. <b>Learning is expressed through science, art and technology.</b></p>	<p><b><u>Taking Action, Making Difference</u></b></p> <p><b>Stimulus:</b> Assemblies, Gapminder and Hans Rosling, Dollar Street, World Athletics Championship</p> <p><b>Partnerships:</b></p> <p><b>Outcome:</b> Whole school celebration of new vision and values statement</p>

# Year 2 Curriculum Overview



History/  
Geography

## HISTORY

*Events beyond living memory that are significant nationally*

*Great Fire of London*

*What happened on the night of September 5<sup>th</sup> 1666?*



## GEOGRAPHY

*Mapping and location skills taught as discrete lessons and in the above history context.*

## HISTORY

*Significant Historical Event and People:  
Thomas Coram and the Foundling Museum*



## GEOGRAPHY

*Mapping and location skills taught as discrete lessons and in the above history context.*

## HISTORY

*Lives of Significant Individuals Nationally:*

*Sarah Forbes Bonetta*

*Outcome: Drama*



## GEOGRAPHY

*Mapping and location skills taught as discrete lessons and in the above history context.*

# Year 2 Curriculum Overview



English

## Great Fire of London

**Stimulus**  
Fire Fire! at the Muesum of London

**Social purpose**  
To inform/ entertain

**Outcome**  
Diary

**Suggested Texts**  
Samuel Pepys Diary

For grammar and punctuation objectives [click here.](#)  
For termly spelling objectives [click here.](#)

## Great Fire of London

**Stimulus**  
Dragon feet placed around the classroom- the dragon has burnt the class work. Children trap dragon then write fire safety instructions.

**Social purpose**  
To instruct

**Outcome**  
Instructions

**Suggested Texts**  
Samuel Pepys Diary  
How to trap a dragon

For grammar and punctuation objectives [click here.](#)  
For termly spelling objectives [click here.](#)

## The Foundlings

**Stimulus**  
Foundling Immersion Day  
Trip to the Foundling Museum

**Social purpose**  
To inform  
To persuade  
To recount

**Outcome**  
Letters as Thomas Coram to the King requesting the opening of the Foundling Hospital

Recounts of a day in the life of a Foundling

**Suggested Texts**  
Hetty Feather- Jacqueline Wilson

For grammar and punctuation objectives [click here.](#)

For termly spelling objectives [click here.](#)

## Wold Book Day

**Stimulus**  
World Book Day Assembly

**Social purpose**  
To entertain

**Outcome**  
Winnie the Pooh- The house at Torriano Corner (children's own retelling)

**Suggested Texts**  
Winnie the Pooh- The house at Pooh Corner AA Milne

**STEAM**  
**Stimulus**  
Trip to the Grant Museum of Zoology

**Social purpose**  
To entertain  
To inform

**Outcome**  
Story writing of the animals journey

**Suggested Texts**  
The Journey Home -Frann Preston-Gannon

For grammar and punctuation objectives [click here.](#)  
For termly spelling objectives [click here.](#)

## Sarah Forbes Bonetta

**Stimulus**  
**Social purpose**  
To inform  
To recount  
To entertain

**Outcome**  
Non-fiction text about Sarah FB  
Recount of Sarah FB's life  
Traditional Tale

**Suggested Texts**  
An African Princess by Walter Dean Myers  
Traditional Fairy Stories

For grammar and punctuation objectives [click here.](#)  
For termly spelling objectives [click here.](#)

## Sarah Forbes Bonetta

**Stimulus**  
**Social purpose**  
To describe  
To instruct



**Outcome**  
Character description of Sarah FB  
Instructions

**Suggested Texts**

For grammar and punctuation objectives [click here.](#)  
For termly spelling objectives [click here.](#)




# Year 2 Curriculum Overview



 <b>Mathematics</b>	<i>Number and Place value</i>	<i>Number and Place value Addition and Subtraction</i>	<i>Number and Place value Addition and Subtraction Multiplication and Division Fractions</i>	<i>Number and Place value Measurement Geometry Statistics</i>	<i>Number and Place value Addition and Subtraction Multiplication and Division Fractions</i>	<i>Number and Place value Addition and Subtraction Multiplication and Division</i>
 <b>Science</b>	<i>Autumn 1: Materials</i>  <i>Autumn 2: Living things and their habitats</i>		<i>Spring 1: Living things and their habitats/materials</i>  <i>Spring 2: STEAM</i>		<i>Summer 1: Plants</i>  <i>Summer 2: Animals, including humans</i>	
 <b>Computing</b>	<i>You've got mail</i> <i>Explore how to use email to communicate</i>  <i>iSAFE –Staying safe online</i>		<i>Super Sci Fi</i> <i>Creating a simple space invader game</i> <i>Create own digital graphics</i>  <i>Camden CLC - coding</i>		<i>Code Tastic</i> <i>Computer programming and algorithms</i> <i>Variety of programming apps to give a practical understanding</i>  <i>Let's fix it</i> <i>Challenges to analyse simple computer programs, identify errors within the code and find solutions</i>	
 <b>Physical Education</b>	<i>Autumn 1: Swimming</i>  <i>Autumn 2: Swimming/Boing playbook</i>		<i>Spring 1: Swimming/Gymnastics</i>  <i>Spring 2: Swimming/Capoeira</i>		<i>Summer 1: Swimming</i>  <i>Summer 2: Swimming/Dance</i>	
 <b>RE Living Difference</b>	<i>Autumn 1: Concept – Unit of Work –</i>  <i>Autumn 2: Concept – Journeys End Unit of Work – Nativity Journeys</i>		<i>Spring 1: Concept – Remembering Unit of Work – Passover</i>  <i>Spring 2: Concept – Welcoming Unit of Work - Christians welcome Jesus on Palm Sunday</i>		<i>Summer 1: Concept – Specialness Unit of Work - Special places: Churches and Synagogues</i>  <i>Summer 2: Concept –God Unit of Work –Belief</i>	

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 <p>Art &amp; Design Design Technology</p>	<p><b>Camden Artists - Work with Artists who are parents/carers</b></p> <p><b>Drawing – self portraits</b></p>	<p><b>Diaramas – Children will investigate habitats and use a shoebox to create one in particular.</b></p> <p><b>3D representation, sculpture using reused materials</b></p> <p><b>Line drawing and sketches based on William Hogarth’s etchings from the time the Foundling Hospital was established.</b></p> <p><b>Artists: William Hogarth</b></p>	<p><b>Artists who have explored movement and speed</b></p> <p><b>Painting and Collage – how to create movement in a picture</b></p>
 <p>Food Technology</p>	<p><b><u>Gardening/Growing Opportunities</u></b> <b>Sowing leeks with Jo (Dec)</b></p> <p><b><u>Food Technology Opportunities</u></b> <b>Simple Tomato Soup (KGP recipe).</b></p> <ul style="list-style-type: none"> <li>Using tomatoes grown in school gardens</li> </ul>	<p><b><u>Gardening/Growing Opportunities</u></b> <b>Sowing peppers with Jo (Feb)</b></p> <p><b><u>Food Technology Opportunities</u></b> <b>Crunchy, Carrot Wholemeal Pittas (KGP recipe).</b></p> <ul style="list-style-type: none"> <li>Opportunity for discussion over benefits of wholemeal options</li> </ul>	<p><b><u>Gardening/Growing Opportunities</u></b> <b>Sowing lettuce with Jo (Feb)</b></p> <p><b><u>Food Technology Opportunities</u></b> <b>Roasted Stuffed Peppers (KGP recipe).</b></p> <ul style="list-style-type: none"> <li>Using peppers grown by Y2 in term 2 (if ready)</li> <li>Using tomatoes from school gardens</li> </ul>
 <p>Music</p>	<p><b>Year 2 will work with Torriano’s music specialist to learn a variety of songs linked to the curriculum. They will perform these songs to parents and carers in assemblies and record one to appear on the school website. The children will practice singing in rounds, learning different parts.</b></p>		

# Year 2 Curriculum Overview



PSHE,  
Citizenship and  
Key Events

**Ways to make the school and class a respectful, happy place to learn:**

**RRS Class Charters – UNCRC**

**Citizenship**

**RRS Council elections**

**Children’s Commissioner’s Takeover Day**

**Children’s WorkPlan**

**Worlds Largest Lesson**

**International Day of the Girl Child - 11<sup>th</sup> October**

**Self Awareness: identify features of positive role models**

**Careers Week - The local community, different jobs and skills needed**

*Other activities are drawn from suggested resources from Camden LA to allow for flexibility, variety in styles and to reflect different teaching and learning styles according to what is best for each class.*

**Keeping safe when things go wrong**

**UNICEF Day For Change**

**Feeling safe in different situations**

**Citizenship**

**Holocaust Memorial Day**

**International Women’s Day**

**Fair trade Fortnight – February 27<sup>th</sup> – March 12<sup>th</sup>**

*Other activities are drawn from suggested resources from Camden LA to allow for flexibility, variety in styles and to reflect different teaching and learning styles according to what is best for each class.*

**Keeping Myself Healthy and Safe**

**Drugs Education**

**Relationships and Sex Education**

**Citizenship**

**Send my Friend Campaign SDG4 Quality Education**

**Children’s School Self Evaluation**

**World Fair Trade Day 13<sup>th</sup> May**

**Refugee Week – June 19<sup>th</sup> – 25<sup>th</sup>**

**International Mother Earth Day –April 22<sup>nd</sup>**

*Other activities are drawn from suggested resources from Camden LA to allow for flexibility, variety in styles and to reflect different teaching and learning styles according to what is best for each class.*