

Emscote Infant School Curriculum Overview Year 2

	Autumn	Spring	Summer
<p>English</p> <p><i>Books used to support English learning outcomes</i></p> <p><i>Subject to change</i></p>	<p><i>Oliver’s Vegetables</i> – Vivian French & Alison Bartlett (fiction)</p> <p><i>Maps from Anna to Zane</i>- Vivian French (fiction based on non-fiction)</p> <p><i>Spaghetti, Spaghetti Poem</i> - Jack Prelutsky / <i>Shopping List Poem</i> - poetry</p> <p><i>The Giant Jam Sandwich</i> – John Vernon Lord (fiction)</p> <p><i>How did that get in my Lunchbox?</i> - Chris Butterworth (non-fiction)</p> <p><i>Welcome to our Table</i> – Laura Mucha (non-fiction)</p> <p><i>The Crows Tale</i> – Naomi Howarth (fiction)</p> <p><i>The Nutcracker</i> – The Story Orchestra (fiction with music links to Tchaikovsky)</p>	<p><i>Katie in London</i> – James Mayhew (fiction)</p> <p><i>Vlad and The Great Fire of London</i> - Kate Cunningham (non-fiction in a story style)</p> <p><i>The Story Orchestra</i> – The Planets (fiction linked to non-fiction on planets and classical music by Holst)</p> <p><i>Here we Are</i> – Oliver Jeffers (non-fiction in a story style)</p> <p><i>Lila and The Secret of Rain</i>- David Coway (African Tale (links to Bo))</p> <p><i>Lost</i> - Mariajio Ilustrijo (fiction)</p> <p><i>Footpath Flowers</i>- Jon Arno Lawson (wordless book)</p>	<p><i>Inside the Castle</i> - Usborne (non-fiction)</p> <p><i>The Castle the King Built</i> - Rebecca Colby (fiction based on fact)</p> <p><i>The Owl and the Pussycat</i> - Edward Lear (traditional poem)</p> <p><i>The Further Tales of the Owl and the Pussycat</i> - Julia Donaldson (traditional poem)</p> <p><i>The Sea of Dreams</i> - Denis Nolan (wordless book)</p> <p><i>Mrs Noah’s Pockets</i> – Jackie Morris (fiction linked to a bible story)</p>
<p>Maths</p>	<p>Over the year we cover and revisit these concepts on a regular basis to ensure consolidation. Separate Maths Mastery sessions 4 times a week throughout the year.</p>		
	<p>Place Value</p> <p>Addition and Subtraction</p> <p>Shape</p>	<p>Money</p> <p>Multiplication and Division</p> <p>Length and Height</p> <p>Mass, Capacity and Temperature</p>	<p>Fractions</p> <p>Time</p> <p>Statistics</p> <p>Position and Direction</p>
<p>Science</p>	<p>Animals including humans.</p> <p>Notice that animals, including humans, have offspring (babies) which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (being clean).</p> <p>Living Things and their Habitats</p>	<p>Uses of Everyday Materials</p> <p>Identify and compare the suitability of a variety of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Range of scientific investigations including balloon rockets and where does the ice melt the fastest.</p>	<p>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water light and the right temperature to grow and stay healthy.</p> <p>Living Things and their Habitats</p> <p>Identify and name different plants and animals in their habitats including micro habitats.</p>

	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p>		<p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the different needs of different kinds of animals and plants and how they depend on each other.</p> <p>Describe how animals get their food from plants and their animals using the idea of a simple food chain and identify and name different sources of food.</p>
Geography	<p>Map Makers</p> <p>To be able to use compass points to navigate around a map.</p> <p>To use aerial photographs and plan perspectives to recognise and create landmarks</p> <p>Use simple fieldwork and observational skills to study the geography of their school and surroundings.</p> <p>To devise a simple map and use and construct basic symbols in a key.</p> <p>To design a map, referring to key human features</p> <p>To create a 3D map using their town designs.</p>	<p>Where Do I Live?</p> <p>To be able to name the seven continents of the world and locate the UK on a world map.</p> <p>To be able to identify the countries and capital cities of the UK.</p> <p>To be able to identify features and characteristics of the countries of the UK.</p> <p>To explore the town we live in.</p> <p>To be able to describe where you live.</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country (Bo-Sierra Leone)</p>	<p>Seas and Coasts</p> <p>To locate and identify oceans and continents.</p> <p>To find out about British beaches.</p> <p>To find out about British seas.</p> <p>To use fieldwork skills to find out about a place.</p> <p>To compare a British beach with one from another country.</p> <p>To use compass points to move around a map.</p>
History	<p>Intrepid Explorers</p> <p>To find out about the travels of Ibn Battuta.</p> <p>To find out about the first voyage of Christopher Columbus.</p> <p>To compare and contrast sea voyages then and now.</p> <p>To find out about Neil Armstrong and his role in space exploration.</p> <p>To find out how space exploration led to new technology.</p> <p>To compare and contrast life in the 1490s and 1960s.</p> <p>To investigate modern explorers.</p>	<p>The Great Fires of London and Warwick</p> <p>To understand where and when the Great Fire of London started.</p> <p>To understand the events of the Great Fire of London.</p> <p>To explore how we know about the Great Fire of London.</p> <p>To find out why the fire spread so quickly and stayed alight for so long.</p> <p>To explore how the Great Fire of London affected the city and the lives of those who experienced it</p> <p><i>To understand the events of the Great Fire of Warwick.</i></p>	<p>Castles</p> <p>To understand the events leading to Norman rule in England.</p> <p>To know about different types of castles and their features.</p> <p>To describe the roles people had in a medieval castle.</p> <p>To compare life in Norman Britain to life today.</p> <p>To learn about the Tower of London and how it has changed over time.</p> <p>To research a castle in our local area.</p>

Art	Yayoi Kusama To learn about who Yayoi Kusama is. To experiment with different techniques for creating polka dots. To recreate a piece of artwork using collage. To create a 3-D form from clay using the rolling technique. To use paint to recreate a painting in the style of Kusama's pumpkins.	Self Portraits To investigate famous self-portraits. To use collage to create a self-portrait. To investigate the different kinds of sketching pencils. To investigate different paints. To create our own self-portrait. To create a self-portrait from clay.	Andy Goldsworthy To sort items by material and colour. To use a variety of materials to create paths and walls. To select materials and make spirals or circles. To manipulate materials when creating sculptures. To use reflections in art work.
DT	Sensational Salads To explain that the food they eat can be split into different groups and know they should eat a balance of foods, including fish, to have a healthy and varied diet. To use the basic principles of a healthy diet to prepare dishes and start to understand why it is healthy. To follow a simple recipe. To work with some independence to correctly use measuring spoons, zesters and juicers when preparing dishes. To understand that fruit and vegetables are grown in different places and that fish is caught	Vehicles and Mechanisms To investigate a variety of vehicles and their uses and features. To investigate wheels, axles and chassis To be able to investigate ways of creating and decorating the body of a vehicle. To be able to design a vehicle. To be able to make a vehicle based on a design. To be able to evaluate a finished product.	Fabric Bunting To judge existing products on a simple scale and say what they like and dislike about the design of existing products. To use a graphics program to create a simple design and repeat and fill images to create an appealing design Demonstrate some accuracy when cutting around a fabric shape. To demonstrate how to create a running stitch. To create a seam. To choose appropriate fabric to add decoration.
Music	Pulse, Rhythm and Pitch Learning about Orchestras	Inventing a Musical Story Recognising Different Sounds	Exploring Improvisation End of Year Performance
Computing	Computing systems and networks Creating media	Programming Data and Information	Creating Media Programming
P.E.	Netball skills Hockey skills Dance - perform dances using simple movement patterns.	Gymnastics Tennis skills	Tennis skills Cricket skills
PSHE	Zones of Regulation HeartSmart (Boris) Protective Behaviours (<i>Warwickshire Taking Care Project</i>)	Zones of Regulation HeartSmart (Boris)	Zones of Regulation HeartSmart (Boris) Yasmin & Tom – RSE programme
R.E.	Is it possible to be kind to everyone all of the time?	Taking part in Baisakhi The Blitz	Who is God to Sanitanis Rama and Sita

	Why do Christians believe that God gave them the world.		
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