

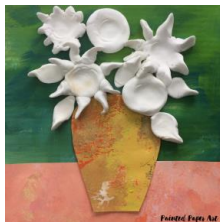


Year 2

Curriculum Overview Map

	Autumn 1 Character	Autumn 2 Community	Spring 1 Cultural Roots	Spring 2 Curiosity	Summer 1 Courage	Summer 2 Communication
Core texts	<u>My Home, Your Home</u> Core Texts: 1. Me on the Map by Joan Sweeney 2. Welcome home, Bear by Il Sung Na 3. In Every House, On Every Street.	<u>Let's Explore London!</u> Core Texts: 1. Katie in London 2. The Pea and the Princess 3. Vlad and the Great fire of London	<u>The World of Beatrix Potter</u> Core Texts: 1. The Tale of Peter Rabbit 2. Brambley Hedge Spring Story by Jill Barklem 3. Nature Trail by Benjamin Zephaniah	<u>The Natural World</u> Core Texts: 1. Little People Big Dreams – David Attenborough 2. Somebody Swallowed Stanley by Sarah Roberts 3. The Boy Who Grew a Forest' by Sophie Gholz	<u>Great Explorers, Great Adventures</u> Core Texts: 1. Meet Captain Cook by Rae Murdie 2. The Great Explorer 3. You Wouldn't Want to Sail with Captain Cook! By Mark Bergin and David Stewart	<u>Time Travel to the Seaside</u> Core Texts: 1. The Lighthouse Keeper's Lunch 2. The Storm Whale 3: Town is by the Sea

Design & Technology / Art <u>Key Artists</u> McKenzie Thorpe	Art - Self-Portrait – Drawing – McKenzie Thorpe  Strong outlines, scribbly textures, and blended shading. Using different pressures with pencil or pastel	Art - Painting  Lieve Verschuier Create tints and tones by adding white and black to colours Create colour wheels	DT - Textiles Ragdolls	Art – Sculpture ‘The Beauty of Flowers’ Materials: Clay Clay tools – Rollers Shaping tools – Wooden boards Rolled paper Paper straws Card (Could be used for stems, vases, background elements)	DT – Mechanisms Moving Vehicle	Art - Collage ‘Scenes of the Sea’ – Collage Materials: Scissors Newspaper/magazines Blue tissue paper/crepe paper Possible outcome:  Use a combination of materials that are cut, torn and glued
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	Exploring texture through scribble and smudge techniques Show pattern and texture by adding dots and lines Show different tones by using coloured pencils Use a range of materials to make rubbings		Possible outcome:  Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving	Sort and arrange materials. Mix materials to create texture DT - Cooking Frittata (seasonal veg)
Continuous Provision – Design and Technology / Art	Drawing (McKenzie Thorpe – Self-Portraits Aut 1) Media & Tools: Range of pencils (HB–6B), charcoal, chalk pastels, rubbers for smudging, blending stumps, coloured pencils. Prompts: “Draw yourself with bold outlines.” “Use scribbles and shading to show texture.” Mirrors for self-portraits. Small printouts of McKenzie Thorpe’s artwork.	Textiles (Ragdolls) – Spr 1 Media & Tools: Fabric scraps, felt, buttons, wool, needles (plastic), thread, glue guns (adult-led). Pre-cut templates for simple doll shapes. Prompts: “Design your own ragdoll” / “What will you add to make yours unique?” The World of Beatrix Potter (Drawing / Sculpture – Flowers)		Great Explorers (DT – Moving Vehicles) Materials: Cardboard boxes, wheels (bottle tops), axles (straws & dowels), tape, split pins. Prompts: “Design a vehicle for Captain Cook.” “Test which wheels roll best.” Summer 2 – Seaside (Collage / Cooking) Collage Materials: Tissue, sandpaper, foil, shells, string. Prompts: “Make a seaside scene with textures.”

	Painting (Lieve Verschuier – Colour Mixing) Aut 2 Materials: Ready-mix paint, palettes, mixing trays, colour wheel charts, brushes (thin/fat), black/white for tinting & shading. Prompts: “Can you make a lighter/darker shade?” “Mix two colours to make a new one.” Examples of stormy skies / Great Fire of London art for inspiration.		Materials: Clay, clay tools, paper straws, card, coloured paper, pipe cleaners. Prompts: “Roll, pinch, and mould clay into a flower.” “What textures can you make with different tools?” “Draw a flower like Beatrix Potter’s illustrations.” Inspiration: High-quality prints of Beatrix Potter drawings, pressed flowers, nature sketchbooks.		“What colours remind you of the beach?”	
History		The Great Fire of London			Captain James Cook	Seaside Holidays Now and Then (Victorian)
Continuous Provision – History / Geography		The Great Fire of London Resources: Timeline sequencing cards (before/during/after fire), replica objects (bucket, leather water pouch, fire hook), small world play (Tudor houses, fire engines). Prompts: “What helped the fire spread so quickly?” / “What would you do to stop it?”			Explorers Resources: Globes, world maps, toy ships, explorer dressing-up. Prompts: “Where did Captain Cook travel?” “What would you pack for an adventure?”	Seaside Holidays (Victorian vs Now) Resources: Photos of Victorian seaside, postcards, deckchair props, buckets & spades. Prompts: “What’s the same / different between then and now?” “Design your own postcard.”

Geography	Identify Local Landmarks in Middlesbrough Use Simple Compass Directions		Map reading: Create a simple map of 'Mr McGregor's Garden' using basic symbols in a key. Identify Cumbria on a Map Compare the Lake District to our Local Area – Identifying Human & Physical Features	Fieldwork: Observational skills to study the geography of school and its grounds and the key human & physical features. Name and locate the world's seven continents and five oceans Use basic geographical vocabulary to refer to key physical features (e.g. beach, cliff, forest) and key human features (e.g. city, town, village, factory). Name and locate the world's seven continents and five oceans		
Continuous Provision – History / Geography	Local Geography (Middlesbrough landmarks) Resources: Large map A3 of Middlesbrough		Beatrix Potter & Lake District Resources: Maps of the Lake District, Cumbria, and Middlesbrough.	Continents & Oceans Resources: Large floor world map and inflatable globe. Puzzles of the world map with continents		

	with photos of landmarks (Bottle of Notes, Transporter Bridge, MIMA). Wbs/gridded paper to draw simple maps with keys. Compasses and directional cards (N/S/E/W). Prompts: “Which way would you go from school to MIMA?” / “Can you spot human and physical features?”		Prompts: “Can you locate Cumbria on a map?” “What’s the same or different about Middlesbrough and the Lake District?” Small World: Mini gardens / Mr McGregor’s garden with small world animals.	and oceans labelled/unlabelled. Sorting cards with animals, landmarks, clothing, and foods from different continents. QR codes to link to short BBC clips about continents/oceans. Prompts: “Which continent do we live in?” “Where would you find a penguin?” “Point to the Atlantic Ocean.” Human & Physical Features Vocabulary Resources: Picture cards of features (beach, cliff, mountain, river, city, town, factory). Small world trays with sand, rocks, blue fabric for rivers, blocks for buildings. Label cards with words for children to match.		
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Science	Snap Science ‘Local Habitats’ – Module 1 1.Are the things I find alive, have they never been alive or were they once alive? 2.What lives in my tree? 3.What animals live in this woody habitat? 4.What animals live in this grassy habitat? 5.What do animals that live in the woods eat? 6.What do animals that live in the pond eat?	Snap Science ‘Choosing Materials’ – Module 2 1.Is that a good choice of material? 2.Which ball bounces highest? 3.Which materials are good for a toddler’s play dungarees? 4. Who develops new materials?	Snap Science ‘Growing Up’ – Module 4 1.How do animals change as they grow? 2. What do animals need to survive? 3. How can we sort food into groups? 4. How do humans stay clean? 5. How can humans stay active? 6. How do humans stay healthy?	Snap Science ‘Changing Materials’ – Module 5 1.How can I change the shape of an object? 2.What properties allow a material to be changed? 3.Which material is fit for purpose? 4. What can pushes and pulls do?	Snap Science ‘Growing Seeds & Bulbs’ – Module 3 1.How do plants grow and change over time? 2. How are seeds and bulbs different? 3. What do seeds need to germinate? 4. How tall will they grow? 5. What have we learnt about how a seed germinates?	Snap Science ‘Growing Healthy Plants’ – Module 6 1.How can we care for our plants? 2.Do mature plants need light? 3.Does temperature affect the growth of mature plants? 4.Do mature plants need water? 5. What have we learnt about what mature plants need to grow healthily?
Continuous Provision – Indoor/ Outdoor Science	Habitats Resources: Diorama trays (woodland, pond, meadow). Prompts:	Materials Mystery boxes with fabric, wood, metal, plastic. “Does it stretch, bend, or bounce?” challenge cards.	Growing Up Life cycle models (frog, butterfly, human baby–adult). Sorting hoops: “Alive / Was once alive / Never alive.”		Plants & Habitats Planting Station: Seeds, bulbs, pots, soil, watering cans. Sorting Activities: Cards showing “Alive / Once Alive / Never Alive.”	

	“Which animals live here?” “Can you sort animals by habitat?”				Mini Beast Hunt: Magnifying glasses, bug pots, ID charts. Prompts: “What do plants need to grow?” “Which animals live in the woods / pond?”	
Computing	<u>Digital Agency – Teach Computing</u> General: Can take videos effectively •Can find videos in the Photo app •Can take a screen shot Garageband: •Can record their composition •Can record their voice and add effects •Can choose variations of instruments to alter sound Pages: •Can open a new document, name it and add text •Can format text •Can use templates to create a document Keynote: Can open a new document, name it and add text •Can format text •Can add images/ photos to document iMovie: Can open a new movie and name it •Can add still images to the timeline using the Photo app •Can add a VoiceOver.		<u>Programming</u> Spr1 - Getting Started, Adding a sprite, Adding a background Spr 2 – Use taught skills to complete a project relating to topic. Online Safety – Project EVOLVE Spr1 - Privacy and Security Spr2 - Self-image and identity			<u>Online Safety – Project EVOLVE</u> Sum1 - Online reputation Sum2 - Health, wellbeing and lifestyle

	Children to be given contexts each lesson to apply the skills to. Cross-curricular links to be made. <u>Online Safety – Project EVOLVE</u> Aut1 - Copyright and Ownership, Managing online information Aut2 - Online Bullying, Online Relationships					
Music	African Call & Response	Musical Me	Orchestral Instruments	Dynamics, Timbre, tempo & motifs	British songs & sounds	Myths & Legends
RE	Who is a Muslim and what do they live? (Part 2)	What is the good news Christians say God brings?(Part 1)	What is the good news Christians say God brings? (Part 2)	Why does Easter matter to Christians?	How should we care for others and the world, and why does it matter?	How should we care for others and the world, and why does it matter?
PSHE	Health and wellbeing Relationships Living in the wider world	Health and wellbeing Relationships Living in the wider world	Health and wellbeing Relationships Living in the wider world	Health and wellbeing Relationships Living in the wider world	Health and wellbeing Relationships Living in the wider world	Health and wellbeing Relationships Living in the wider world
Hooks, Experiences and Visits	Mosque visit	AL Fresco GFoL outdoor workshop	Walk to central library Bottle of Notes, MIMA, Law Courts to revisit prior learning from autumn 1.		Captain Cook Birthplace Museum, Stewart Park	

Parental Engagement Opportunities	Y2 Expectations Parent Meeting Parents Evening	Parents Maths Session KS1 Xmas Performance	Y2 Parents Reading Fluency Session Parents Evening			KS1 Sports Day
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Deliberate gaps are incorporated within the curriculum to provide flexibility and allow teachers to respond to ongoing assessment for learning (AfL), ensuring that teaching is adaptive and meets pupils’ emerging needs.