



THURGOLAND

CHURCH OF ENGLAND PRIMARY SCHOOL



Class 2 Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Partnership with parents/families	Parents information morning Macmillan coffee morning New starter open morning Parents evening – settling in and next steps Walk to school activities Celebration assembly in Church	Individual and family photographs Parent view Open afternoon to look at work Christmas events Walk to school activities – singing Santa stroll Celebration assembly in Church	Reading parent workshop Parent evening – progress and attainment Celebration assembly in Church	Maths parent workshop Parent view Celebration assembly in Church	Class photographs Celebration assembly in Church	End of year reports to families Celebration assembly in Church
Topic	London: Our Country, Our Capital City!	Great Fire of London	Samuel Fox and Sheffield Steel	The Outdoors	Kenya	The Victorians

[illegible]

Writing including book focus	<p>Paddington: Write a character description using adjectives for description.</p> <p>Write a narrative in the past tense.</p> <p>A walk in London: Write a non-chronological report using conjunctions to extend sentences.</p> <p>Kinetic Letters Handwriting</p>	<p>The Owl who was afraid of the dark: Write a narrative using adverbs for description.</p> <p>Vlad and the Great Fire of London: Write a diary using progressive verbs in the past tense.</p> <p>Instructions for the Bakery: Write an instructions text using command sentences.</p> <p>Kinetic Letters Handwriting</p>	<p>The Snow Dragon: Write a setting description using expanded noun phrases.</p> <p>Write a new ending for a story a range sentence openers for effect.</p> <p>Sculpture Park Recount: Write a recount using time adverbials to sequence writing.</p> <p>Meet me by the Steelmen: To write a newspaper report using words with contracted forms.</p> <p>Kinetic Letters Handwriting</p>	<p>The true story of the 3 little pigs: To write a sequenced narrative using exclamation sentences to add effect to writing.</p> <p>Write a persuasive text using subordinating conjunctions to expand on sentences.</p> <p>From Seed to Sunflower: To write a non-chronological report using statement sentences.</p> <p>Kinetic Letters Handwriting</p>	<p>The Sound Collector: To write a poem using verbs to create sound.</p> <p>Lila and the secret of rain: To write a coherent story with a middle, beginning and ending.</p> <p>Meerkat Mail: Write a post card using adjectives and adverbs for description.</p> <p>Kinetic Letters Handwriting</p>	<p>The Twits: To use commas in descriptive writing to add detail for a character.</p> <p>Dolphin Boy: To write a coherent story using a range of punctuation.</p> <p>Florence Nightingale: To write a letter to a family member using a variety of conjunctions.</p> <p>Kinetic Letters Handwriting</p>
Maths	Number: Place Value Addition and Subtraction	Addition and subtraction Shape	Multiplication and division Money Fractions	Fractions Time	Time Statistics Length and Height	Mass, capacity and temperature Position and direction
Science	Materials Matter <i>Everyday Materials</i>	Squash, Bend, Twist Stretch <i>Everyday Materials</i>	Healthy Animals <i>Animals including humans</i>	<i>Ready Steady Grow!</i> <i>Plants</i>	<i>Habitats</i> <i>Living things and their habitats</i>	<i>Gardens and Allotments</i> <i>Living things and their habitats</i>
Physical Education	Unit 1 – Coordination floor movement patterns/static	Unit 2 – Dynamic Balance to agility/Static balance: seated Gymnastics – unit 1	Unit 3 – Static balance: small base/Dynamic Balance	Unit 4 - Counter balance in pairs/Coordination: ball skills	Unit 5 – Coordination with equipment/Agility reaction/response.	Unit 6 – Static balance: floor work/Agility: Ball chasing

	balance: leg standing iMoves – Countries	physical	iMoves – Cheerdance	Gymnastics – unit 2 health and fitness	Athletics	Athletics
Religious Education	Judaism <i>What do celebration foods and activities teach us about important stories for Jewish people?</i>	Christianity <i>Why does Christmas matter to Christians?</i> INCARNATION	Islam <i>What do Muslims celebrate at Eid-ul-Fitr?</i>	Christianity <i>Why does Easter matter to Christians?</i> SALVATION	Hinduism <i>The Aum: what are the meanings of this symbol of the Hindu religion?</i>	Sikhism <i>What can we learn from these non-religious stories?</i>
PHSE	Keeping and staying safe: <i>Tying shoelaces</i> Keeping and staying safe: <i>Healthy Eating</i> Keeping and staying safe: <i>Brushing teeth</i>	Relationships: <i>Bullying</i> Relationships: <i>Body language</i> Being responsible: <i>Practise makes perfect</i>	Being responsible: <i>Helping someone</i> Feelings and emotions: <i>Worry</i> Feelings and emotions: <i>Anger</i>	Computer safety: <i>Image sharing</i> Computer safety: <i>Computer safety documentary</i>	Our world: <i>Living in our world</i> Our world: <i>Working in our world</i> Hazard Watch	Fire safety: <i>Petty arson</i> Fire safety: <i>Texting whilst driving</i>
RSHE		Different Families: <i>similarities and differences between families</i>	Gender stereotypes: <i>boys and girls their differences and similarities</i>	Naming body parts: <i>naming all body parts including private and personal</i>	Keeping safe: <i>recognise safe and unsafe situations and how to get help</i>	Brilliant body: <i>differences in bodies, celebrate our bodies.</i>
Geography (Field work activities in bold)	The UK and London <i>Where is our capital city?</i> Fieldwork: study human features in local area. Fieldwork: create maps Fieldwork: compass directions			The Weather <i>How does the weather affect our lives?</i> Fieldwork: observe, measure and record the elements of daily weather by using simple recording instruments and devices.	Kenya <i>How is Kenya's countryside different to ours?</i> Fieldwork: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	

					Fieldwork: study land use of physical features in local area.	
History (Historical figures studies)		Great Fire of London Samuel Pepys <i>How did the fire get so big across London?</i>	Sheffield and Samuel Fox <i>Why did Pete McKee paint Samuel Fox in Fox Valley?</i>			Queen Victoria, Florence Nightingale, Mary Seacole <i>Who was the most significant woman in Victorian times?</i>
Art and Design Technology (Artists and designers studied)	DT - Winding Mechanisms <i>Moving object</i>	Art - Pastel and charcoal <i>Great Fire of London artwork</i> Pudding lane bakery - <i>scones</i>	Art - Sculptures <i>Henry Moore and Pete McKee</i>	DT - Solid Structures <i>Micro-Garden with shed</i> Easter Meal: <i>hot cross buns</i>	Art - Printing/sewing <i>William Morris</i>	DT - Axels <i>Race cars</i> Victorian Meal: <i>Vegetable soup, bread, crumble</i>
Computing (e-safety in bold)	Robot Algorithms <i>Creating and debugging programs, and using logical reasoning to make predictions.</i>	Online Safety <i>To search for things safely online, recognise appropriate material and to identify kind and unkind behaviour online.</i>	Digital Photography <i>Capturing and changing digital photographs for different purposes.</i>	Introduction to quizzes <i>Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.</i>	Making Music <i>Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.</i>	IT around us <i>Identifying IT and how its responsible use improves our world in school and beyond.</i>
Music	On this Island: <i>British songs and sounds</i>	Orchestral instruments: <i>instruments of the orchestra</i>	Musical Me: <i>singing and playing tuned percussion</i>	Dynamics: <i>timbre, tempo and motifs</i>	African call and response: <i>using instruments to represent animal sounds</i>	Myths and legends: <i>musical language</i>