

Sparkenhoe Primary School Topic Curriculum Overview Year 2

| Subject | Autumn 1 7 weeks 2 days | Autumn 2 8 weeks | Spring 1 6 weeks | Spring 2 7 weeks | Summer 1 4 weeks | Summer 2 6 weeks |
|---|--|--|--|---|---|---|
| Topic (History, Geography, Art, Design Technology) | <u>Still Life.</u> The children look at artists who have painted famous still life pictures; they replicate different works and styles. Focus- Art. Other subject - History | <u>G'day Mate!</u> The children discover the geography of Australia; its location, physical and manmade features. They look at different art from native artists and recreate some. Focus- Geography Other subject - DT | <u>London's Burning.</u> The children find out about the Great Fire of London, the causes and consequences. Focus- History Other subject - DT | <u>Wonders of the World.</u> The children discover the ancient and the modern wonders of the world and where they were located. They draw or construct their own "wonders". Focus- Geography. Other subject - DT Cooking | <u>Creation Stories.</u> The children discover the different creation stories from a variety of difficult cultures and learn about some of the festivals associated with them. Focus- RE Other subject - Art | <u>Puppet on a String.</u> Children discover how puppets are made and how they move, finally designing and making their own puppet to fit a brief. Focus- DT Other subject - History |
| Science | <u>Animals including humans</u> Children learn that animals have offspring which grow into adults, they find out about the basic needs and importance of exercise. | <u>Uses of everyday materials</u> Children to identify and compare the suitability of a variety of everyday materials. | <u>London's Burning Assembly</u> | <u>All living things and their habitats</u> Children will explore and compare things living and non-living things. They will also investigate different habitats | <u>SATs</u> | <u>Plants</u> Children observe and describe how seeds and bulbs grow and find out and describe what they need. |
| PE | <u>Athletics</u> <u>Invasion games</u> | <u>Invasion games</u> <u>Gymnastics</u> | <u>Fundamental movement</u> | <u>Invasion games</u> | <u>Athletics</u> <u>Inter-house</u> | <u>Striking and fielding games</u> |
| Computing | <u>Digital Literacy</u> <u>E-Safety and Basic IT Skills</u> Children learn how to use technology safely and respectfully, keeping personal information private. | <u>Computer Science</u> Children will understand what algorithms are; how they are implemented following precise and unambiguous instructions. | <u>London's Burning Assembly</u> | <u>Information Technology</u> Children learn to recognise common uses of information technology. To create, organise, store, manipulate and retrieve digital content. | <u>SATs</u> | <u>Computer Science</u> Children learn to create and debug simple programs |
| Music | <u>Pulse and Rhythm</u> Using words to create rhythms. Pulse of 4. Rhythm grids. Percussion instruments, part work. | <u>Instruments and the Orchestra</u> Playing percussion. Identifying Orchestra sections and their sounds. | <u>Use of voice in music</u> Singing tone, shape, sounds & technique. Following visual instructions. Using actions. | <u>Group & Part Singing</u> Understanding ensemble singing and part work. Learning about song structure. | <u>Ocarina</u> Begin to learn how to play the Ocarina. Explore some basic rudiments of music and how to read the stave. | <u>Carousel!</u> Recap of all areas currently covered to reinforce past learning. Introduction to Year 3 learning. |
| RE | <u>Harvest Day</u> <u>International Day of Peace</u> <u>Diwali Day</u> | <u>Remembrance Day</u> <u>Christmas Day</u> | <u>Holocaust Remembrance Day</u> <u>World Harmony Day</u> | <u>Chinese New Year</u> <u>Easter Day</u> <u>Earth Day</u> | <u>Vaisakhi</u> <u>Buddha Day</u> | <u>Eid Day.</u> |
| SMSC | <u>Pride in our city</u> What things could we paint that represent the multi-cultural society of Leicester? | <u>Power and Governments</u> Why don't the aborigines rule Australia? | <u>Personal Safety</u> What can I do to make sure I am keeping safe from the dangers of fire? | <u>Pride in our city</u> What would be the Wonders of Leicester or Highfields? | <u>Tolerance</u> How will learning about other beliefs help harmony in society? | <u>Personal Safety</u> Should we always do as we're told? |
| School Values | I learn from different experiences I help and support others I am independent I am responsible I work together as a team | I am independent I am kind, tolerant and respectful I am responsible | I am responsible I have hidden talents (Assembly) | I am responsible Healthy Living Day 1 | I am kind, tolerant and respectful. Healthy Living Day 2 | I have hidden talents I am responsible |