Petworth CofE Primary School Curriculum Framework Overview Year 2 (Rowan Class) 2018-2019

National & whole school events	International day of democracy **Boys Bombing**	Anti-bullying wk Children in Need Book Focus Fortnight	National Handwriting day Safer Internet Day	Author fortnight Sport Relief Science Week 12th March World Book Day 1st March	St Georges & Shakespeare Day 23rd April Art Week 21st May Earth Day (eco day – 20th April)	National School Sports Week 24th June Sports Day
Collective Worship	Friendship	Peace	Truthfulness	Forgiveness	Service	Courage
Class Theme	***Petworth's Got Talent***	***Into The City***	***Fire Fire!***	***Dinosaur Discovery***	***Destination Out of Space***	***Recycle, Reduce, Reuse***
Hook	Trip to Petworth House	Interactive open top bus experience	Burning the houses down	Dinosaur eggs in classroom	Rocket role play area set up	Litter Picking Adventure
Outcome	To recognise their own skills and talents, celebrating these with others, valuing the different talents we have.	To compare Petworth with Chichester, then looking further to London.	The children know the history of the Great Fire of London, they can discuss the diary of Pepys and share their knowledge of fire safety.	Children recognise chronology of dinosaurs. To know that the world was very different in pre-historic times.	Recognising the chronological journey of space travel. Designing, making and evaluating a rocket.	To understand the impact of plastic on the world. To recognise the importance of recycling, reusing and reducing.
Subject area	PSHE	Geography	History	History/Literacy	History	Geography
	AUTUMN TERM 1st Half	AUTUMN TERM 2nd Half	SPRING TERM 1st Half	SPRING TERM 2nd Half	SUMMER TERM 1st Half	SUMMER TERM 2nd Half
English	Nonfiction – Fact file on Petworth House Story writing - Lost toy in Petworth Town Forest School writing – descriptive writing	Poetry – Traditional Poems Focus Book Fortnight– Story writing	Poetry – Shape poems Non Fiction – Diaries about the fire Non-Fiction - Instructions	Nonfiction – Write a letter to Geoffrey the dinosaur trainer Nonfiction – write a newspaper article about the dinosaurs in our class. Author fortnight	Instructions – How to travel on the moon. Baboon on the Moon – Writing stimulus for independent choice writing.	Non-Fiction – Information leaflet on the benefits of recycling.
English Grammar, Punctuation and Spelling	Write a statement that starts with a capital letter and finishes with a full stop. Write a sentence that ends with an exclamation mark. Ask a question and use a question mark. Write expanded noun phrases: determiner + adjective + noun (the red balloon) determiner + noun + prepositional phrase (the cat in the basket) adding "-ness" and "-er" to form a noun: kind – kindness, teach – teacher	Alliteration (verb + noun): dancing dandelions, hiding hyenas Coordinating conjunctions to create a compound sentence: or, and, but Use past continuous (progressive) tense; He was playing at school. Using commas to separate lists: He had a bag, ball and carpet. Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding "-er" and "-est":, big – bigger – biggest	Onomatopoeia Move from generic nouns to specific nouns, eg, "dog" to terrier" Use first, second and third person with subject-verb agreement Similes using "like": …like hot chilies… …cold like a glacier Apostrophes of omission: he didn't, he couldn't Compound nouns: noun + noun (football), adjective + noun (whiteboard)	Subordinate conjunctions to create a complex sentence: when, if, that, because Suffixes – formation of adjectives by adding "-less": help – helpless Form simple past tense by adding "-ed": He played at school. Use simple present tense, showing subject-verb agreement: Infinitive (add "s" to the third person) I like, he/she likes, we like, they like, you like	Use present continuous tense: "to be" + "-ing" I am playing, he/she is playing, they are playing Suffixes – formation of adjectives by adding "-ful": care – careful Temporal conjunctions: next, last, an hour later Adding "-ly" to an adjective to make an adverb: quick – quickly Command, using the imperative form of a verb: give… take…	Using determiners/generalisers: most, some, all, many, much, more Use the prepositional phrases: behind, above, along, before, between, after To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.

Quality Texts	**Farms nonfiction texts** **Dogger – Shirley Hughes**	**Katie in London – James Mayhew**	**London's Burning**	**Dinosaur nonfiction texts** **Harry and the bucketful of stories – Jon Whybrow**	**Man on the Moon – Simon Bartrum** **Whatever Next! – Jill Murphy**	**Michael Recycle – Ellie Bethel** **Stuff! – Steven Kroll**
Mathematics	Number: Place Value Number Addition and Subtraction	Number Addition and Subtraction Measurement – Money Number – Multiplication and Division	Number – Multiplication and Division Statistics Geometry – Properties of Shape	Number: Factions Measurement: Length and Height	Position and Direction Problem Solving and efficient methods Measurement: Time	Measurement: Mass, capacity and temperature Investigations
Science	Living things and their habitats Sc2/2.1a explore and compare the differences between things that are living, dead, and things that have never been alive Sc2/2.1b 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 Sc2/2.1c identify and name a variety of plants and animals in their habitats, including microhabitats Sc2/2.1d describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Animals including humans Sc2/2.3a notice that animals, including humans, have offspring which grow into adults Sc2/2.3b find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Sc2/2.3c describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Uses of everyday materials Sc2/3.1a identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses Sc2/3.1b compare how things move on different surfaces. Sc2/3.1c find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Plants Sc2/2.2a observe and describe how seeds and bulbs grow into mature plants Sc2/2.2b find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Movement in the park . Sc2/1.5 using their observations and ideas to suggest answers to questions Sc2/1.6 gathering and recording data to help in answering questions.	Investigations – the effect of global warming – Ice in greenhouse experiment . Sc2/1.5 using their observations and ideas to suggest answers to questions; Sc2/1.6 gathering and recording data to help in answering questions.
Science	Sc2/1.1 asking simple questions and recognising that they can be answered in different ways; Sc2/1.2 observing closely, using simple equipment; Sc2/1.3 performing simple tests; Sc2/1.5 using their observations and ideas to suggest answers to questions; Sc2/1.6 gathering and recording data to help in answering questions.					

Geography / History	History of Petworth – Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Geographical Skills and Fieldwork Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Ge1/1.4d use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Human and Physical Geography Ge1/1.3a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Ge1/1.3b use basic geographical vocabulary to refer to: i.key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ii.key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	History: Hi1/1.2 events beyond living memory that are significant nationally or globally	History: Hi1/1.2 events beyond living memory that are significant nationally or globally History – Mary Anning Location Knowledge Ge1/1.1a name and locate the world's 7 continents and 5 oceans Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Place Knowledge Ge1/1.2a understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Ge1/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	History –Hi1/1.3 significant historical events, people and places in their own locality. Tim Peake research. Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements.	Ge1/1.3b use basic geographical vocabulary to refer to: i.key physical features – Look at the Great Pacific Garbage Patch.
Art	Van Gogh focus - Starry night Landscapes & Cityscapes Art - Pupils should be taught about about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Remembrance – Textured poppies Firework art Art – Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Fire pictures – Silhouette of London with flames in collage. Art - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Easter cards	Marbled planet pictures Art – Pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Use recycled materials to create a sea creature. Art and Design – Pupils should be taught to use a range of materials creatively to design and make products
Design & Technology	Clay models of Petworth Buildings Baking – Firework biscuits Art and Design – Pupils become proficient in sculpture	Christmas Decorations Baking Mince Pies Design and Technology – Pupils understand and apply the principles of nutrition and learn how to cook.	3D houses – Tudor style houses Design and Technology – design purposeful, functional, appealing products for themselves and other users	Moving dinosaur picture – Lever Mechanisms Design and Technology – Pupils make high-quality prototypes and products for a wide range of users	Creating a rocket – plan, design, evaluate. Art and Design – pupils should be taught to build and apply a repertoire of knowledge, understanding and skills in	Create a recycling machine Design and technology – pupils can critique, evaluate and test their ideas and products and the work of others -

			based on design criteria		order to design and make high-quality prototypes and products for a wide range of users	
Computing	Computer Science - Beebots Computing - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Computing - create and debug simple programs	Information Technology - Word Computing - use technology purposefully to create, organise, store, manipulate and retrieve digital content	Information Technology – Multimedia Computing - use logical reasoning to predict the behaviour of simple programs	Information Technology - Databases Computing - use technology purposefully to create, organise, store, manipulate and retrieve digital content	Digital Literacy – Websites Emails and messages Computing - recognise common uses of information technology beyond school E-safety – How to ensure you stay safe online when emailing.	Computing - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
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Music	Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes	Christmas Production	Learning basic instruments Mu1/1.2 play tuned and untuned instruments musically	Rocking together – Working together	Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music	Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music
Physical Education	Multi-skills/Forest School Physical Education - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Gymnastics/ Dance Physical Education - participate in team games, developing simple tactics for attacking and defending	Dance / Playground Games Physical Education - perform dances using simple movement patterns.	Gymnastics / Playground Games Physical Education - developing balance, agility and co-ordination, and begin to apply these in a range of activities	Multi-skills/cricket Physical Education - master basic movements including running, jumping, throwing and catching	Athletics / gymnastics Physical Education - developing balance, agility and co-ordination, and begin to apply these in a range of activities
STEM	Environment Day		London Bridge rebuilding		Floating rafts for rocket landing	
Religious Education	What Christians do when they go to church? How is it different from other special places?	Incarnation – why does Christmas matter to Christians?	Gospel – What is the good news Jesus brings?	Salvation – why does Easter matter to Christians?	Celebrations – How does being Jewish make a difference to family and celebrations?	Judaism Customs – What are they? What do you learn from these customs?
Rights Respect	Introduction to rights as a child	Rights and responsibilities	Respect our rights	Paddington – Immigration	Our responsibilities	Helping the world achieve their rights
Learning in the community	Visiting Petworth town	Christmas production – nursery invited				Local litter picking trip