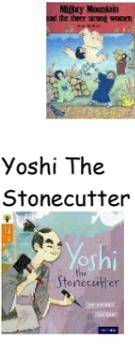


Subjects	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
<b>Topic (inc. Key Texts, Visits &amp; Websites to explore)</b>	<b>Colossal Castles and Noble Knights.</b> -The Knight Who Took All Day -Knight Night  <u>Banquet day</u>	<b>Fire! Fire!</b> Great Fire of London- non-fiction texts  <u>Fire brigade visit</u>	<b>Creatures of the night</b> -I want my Hat Back -Super Bat -Range of non-fiction texts linked to nocturnal animals 	<b>Land of the rising sun</b> -Mighty Mountain -Range of non-fiction texts linked to Japan/Japanese culture  Yoshi The Stonecutter <u>Japan Day</u>	<b>How does your garden grow?</b> -Eddie's Garden -Range of non-fiction texts linked to science/growing 	<b>Walking with Dinosaurs</b> -When Sue Found Sue -Stone Girl Bone Girl - Non- fiction texts 
<b>English Reading (Word recognition &amp; Comprehension)</b>	<ul style="list-style-type: none"> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables</li> <li>develop pleasure in reading, motivation to read, vocabulary and understanding</li> </ul> Texts include a range of fiction and non-fiction using the topics of Colossal Castles and Noble Knights and Fire! Fire! (as a context)		<ul style="list-style-type: none"> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> </ul> Texts include a range of fiction and non-fiction using the topics of Creatures of the Night and Land and Land of the Rising Sun (Japan) as a context.		<ul style="list-style-type: none"> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>reread books to build up their fluency and confidence in word reading</li> </ul> Texts include a range of fiction and non-fiction using the topics of How does your garden grow? (Plants) and Walking with dinosaurs as a context.	
<b>English Writing (inc. Punctuation &amp; Grammar)</b>	-Character description -setting description -Retell a narrative Non Fiction: Make a poster for the banquet at the castle.	-Diary writing -Instructions -Letter writing -Diary writing- Write a diary from the perspective of Samuel Pepys about the morning of the fire. -Instructions how to bury Cheese and Wine like Samuel Pepys. -Write a thank you letter to the Fire brigade for the GFOL day.	-Innovate a narrative -Factual report writing Write an information booklet -Letter writing- <i>I Want My Hat back</i> Write a letter of apology -Make a 'lost' poster for the hat. -Non-Chronological report about nocturnal animals Narrative - Super Bat -Predictions -Inference -innovate a story	-Instructions -Explanation -Letter writing -Poetry- Haiku Non-Fiction -Instructions for an Earthquake Drill -Explanation of traditional Tea Ceremony -Letter Writing write a letter to say thank you to the Japanese visitors for Japan day.	-Innovate a narrative -Factual report writing Poetry- Acrostic Narrative -Character description -Settings -Innovate a narrative Non-fiction -Information writing about Growing healthy plants and flowers linked to Science	-Diary writing -Poetry -Innovate a narrative -Innovate a biographical narrative- <i>When Sue Met Sue</i> Diary writing- <i>Stone Girl Bone Girl Mary Anning</i> Non Chronological Report writing- <i>Birling Gap trip</i>
<b>Phonics/Spelling</b>	<ul style="list-style-type: none"> <li>Phase 5 sounds</li> <li>Homophones</li> <li>Some of the Year 1/2 common exception words are spelt increasingly accurately.</li> </ul>		<ul style="list-style-type: none"> <li>Phase 6 sounds</li> <li>Homophones</li> <li>Approximately half of the Year 1/2 common exception words are spelt increasingly accurately.</li> <li>Contractions</li> <li>Word endings - ing, ed, er, est, y</li> <li>Adding suffixes - ful, less, ly, tion</li> </ul>		<ul style="list-style-type: none"> <li>Review of Phase 5 and Phase 6 sounds</li> <li>Homophones</li> <li>Suffixes - ment, ness</li> <li>Approximately half of the Year 1/2 common exception words are spelt accurately.</li> </ul>	
<b>Maths</b>	Place Value Addition and Subtraction	Addition and Subtraction Measurement: Money Multiplication and Division	Multiplication and Division Measurement: Time Statistics	Geometry: Properties of Shapes Fractions	Measurement: Length and Height Geometry: Position and Direction Problem Solving	Measurement: Time Measurement: Mass, Capacity and temperature.
<b>Science</b>	<b>Uses of everyday materials</b>	<b>Uses of everyday materials</b>	<b>Animals including humans</b>	<b>Animals including humans</b>	<b>Plants</b> -observe and describe how seeds and bulbs	



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	-identify and compare suitability of different materials for particular uses	-how shapes of different materials can be changed	-animals have offspring that grow into adults  <b>Living things and their habitats</b> -basic needs of plants and animals -know how plants and animals obtain food	-importance of exercise, eating the right amounts of different foods and hygiene	grow into mature plants -find out and describe plants need water, light, and a suitable temperature to grow and stay healthy	
<b>Computing</b>	Online Safety and how information technology is used beyond school and for communication	Creating simple programmes	Digital Photography	Online Research and creating documents	Exploring computer games	Data Handling and Pictograms
<b>R.E.</b>	What is God like? (Jewish and Christian views)  Immersion day: Celebrate difference and diversity (cultures, race, etc)	Christmas: Advent and the role of angels in the Christmas story.	The life of Jesus	The Bible/Torah  Easter: Jesus in the temple.	Baptism/Christenings	What is prayer?
<b>History</b>	Historical events, people and places in their own locality	Event beyond living history-Great Fire of London  Lives of significant individuals in the past - Samuel Pepys				Lives of significant individuals in the past- Mary Anning palaeontologist
<b>Geography</b>	Human features of the urban city -buildings -bridges -roads		Physical features of the UK -coast, forest -seasons -weather	Contrast human and physical geography of part of the UK, and an area in a non-European country  -Rivers/mountains		The world -continents -oceans
<b>P.E.</b>	Gymnastics  Dance	Team building games/activities & HRF  Dance	Invasion Games- focus on ball skills and small team games  Dance	Net and Wall Games -Tennis/Table Tennis  Intra house competition  Dance	Athletics  Dance	Striking and fielding- focus on developing throwing, catching, batting skills.  Sports day  Dance
<b>Art and Design</b>	Creating a castle picture using printing.  Build repeating patterns and recognise pattern in the environment.	Recreate a burning Tudor house using a range of different media (collage).	Nocturnal Animals: -Still life drawing -Clay models	Artist study of Hokusai (Falcon Cherry picture).  Colour mixing and water colour painting.	Collage of a flower.  Observational drawing of fruit and their seeds.	Observational drawings of fossils.  Tiffany Budd (local artist). Focusing on cubism and looking at similarities and differences with Picasso.
<b>Design Technology</b>	Plan and prepare food for a banquet. Follow safe procedures for food safety and hygiene. Use hand tools safely and appropriately.	Design and make wheeled vehicles	Design and make wheeled vehicles	Explore and investigate how to build an earthquake proof structure.	Textiles- materials, sewing (making wall hangings).	Textiles- materials, sewing (making wall hangings).
<b>Music</b>	Music theory introduction (pitch, rhythm and pulse) xylophones stage 1 Learn notation and reading music on the staff	Xylophones stage 2 Music Dynamics Christmas singing performance	Singing and learning different music styles, Beat and rhythm (difference)	Charanga music skills Music elements (beat, rhythm, tempo, timbre) Xylophones stage 3a	Singing and listening xylophones Stage 3b rhythmic values	Music games, singing and rhythmic values, xylophones
<b>Spanish</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>RSHE/PSHE</b>	My feelings  Recognising and celebrating	My body  Growing and changing throughout life.	My relationships  Understanding that bullying is	My beliefs  Different families. Understanding there has never	My rights and responsibilities  Judging what kind of physical contact is	Asking for help  The difference between secrets and surprises, and the



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	strengths and achievements.  Setting simple but challenging goals.		wrong and unacceptable.	been and will never be another them.	acceptable, comfortable and uncomfortable and how to respond.	importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.
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