
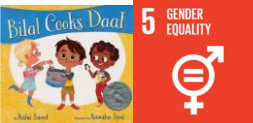

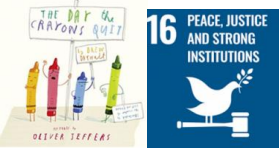















Barham Long Term Year Group Curriculum Overview




Year 2 2024-2025





Year group:	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Learning to learn skills and half termly launch morning activity	Launch all 5 Rs Junk modelling tower competition. Resources on the floor, choose what they need.	Respectful Activity: Simple orienteering. Hula-hoop pass Silent ball Blind Artist- drawing identical pictures while back to back	Risk Taking Activity: Blind Mice- Guiding blindfolded children through an obstacle course in forest school	Resilience activity: Building a tower using cards and masking tape	Resourceful Activity: Making art using natural objects.	Reflective activity: Building dens
Enrichment links	Cooking- Daal Baking bread Fire safety		Minibeast workshop- Habitats Welsh Harp Visit Parent workshops for Maths and Phonics. Soft Start for parents to attend weekly reading sessions with their children in class. Elderly Aged Care Home visit (Read poetry) Parliament?		Transport Museum Water Experiment Growing and Planting own seeds. Soft Start for parents to attend weekly reading sessions with their children in class.	
Key & Lock 	Key: Baking bread Lock: Great Fire of London Trip	Key: Exploring sentences through a spices carousel Lock: Invite parents to taste daal and children to present learning from the term/story.	Key: Express Yourself Day and Parade Lock: Protest – link to water	Key: Animal visit Lock: MP talk/visit	Key: Visiting Kew Gardens Lock: Planting seeds	Key: Water Purification Lock: Visit to the London Museum of Water and Steam

<p>Core Texts & global goal</p>	<p>In my heart a book of feelings</p>  <p>The Princess in Black</p> 	<p>Bilal Cooks Daal</p>  <p>Toby and the Great Fire of London.</p> 	<p>The day the crayons quit</p>  <p>Lila and the secret of rain</p> 	<p>The Most Important Animals of All</p> 	<p>Bloom</p>  <p>Supplement with: Gardening with Emma</p>  <p>The invisible boy</p> 	<p>Rain school</p>  <p>The water Princess</p>  <p>Supplement with: The Great Big Water Cycle Adventure</p> 
<p>English – genres & P.A.T.T (Purpose, Audience, Text & Tone)</p> 	<p>In My Heart- A Book of Feelings Outcome 1 Task: To reflect on feelings and write sentences about emotions throughout their day. Purpose: inform Audience: teachers Tone: informal</p> <p>Princess in Black: Outcome 1</p>	<p>Bilal Cooks Daal Outcome 1 Task: Instructions to make daal. Purpose: inform Audience: peers Tone: formal</p> <p>Outcome 2 Task: Retell the story Purpose: entertain Audience: peers Tone: informal</p>	<p>The Day the Crayons Quit Outcome 1 Task: To write a colour poem Purpose: entertain Audience: EYFS & KS1 Text: Poetry Tone: informal</p> <p>Lila and the secret of rain Outcome 2 Task : Instructions to make a rain shaker.</p>	<p>The Most Important Animals of All Outcome 1 Task: Riddle Poetry Purpose: entertain Audience: peers Text: Poetry Tone: informal</p> <p>Outcome 2 Task: Non Chronological report</p>	<p>Bloom Outcome 1 Recount- Trip/experience Task: Recount of real experience Purpose: entertain Audience: peers Tone: informal</p> <p>Outcome 2 Task: Leaflet on how to care for plants Purpose: inform Audience: plant</p>	<p>Rain School Outcome 1 Task: Comparison of Barham School and a School from a different part of the world. Purpose: inform Audience: Barham students Tone: formal</p> <p>Outcome 2 Task: Setting</p>

	<p>Wanted Poster (character description) Purpose: entertain Audience: general public in the story Tone: informal</p> <p>Outcome 3 Task: Narrative retell of the story Purpose: entertain Audience: Reception Tone: informal</p> <p>Grammar and comprehension to be embedded in weekly lessons and it will link directly to the text.</p>	<p>Outcome 3 Task: Recount of Monument trip Purpose: entertain Audience: Year 2 Children Tone: informal</p> <p>Toby and the Great Fire of London Outcome 1 Task: Narrative story retelling Purpose: Entertain Audience: teacher and peers Tone: informal.</p> <p>Outcome 2 Task: To create a wanted poster. Purpose: inform Audience: public Tone: formal</p> <p>Outcome 3 Task: To write a diary as Toby from the story, The Great Fire of London. Purpose: inform Audience: Toby Tone: informal</p> <p>Grammar and comprehension to be embedded in weekly lessons and it will link directly to the text.</p>	<p>Purpose: inform Audience: Anyone that wants to make a rain shaker. Text: Non-Fiction Tone: formal</p> <p>Outcome 3 Task : Narrative Retelling the story Purpose: entertain Audience: Year 2 pupils Text: Fiction Tone: informal</p> <p>Grammar and comprehension to be embedded in weekly lessons and it will link directly to the text.</p>	<p>Purpose: inform Audience: public and animal lovers Text: Non-Fiction Tone: formal</p> <p>Outcome 3 Task: Recount of personal experience (Climate Action Project- Welsh Harp) Purpose: inform Audience: public and animal lovers Text: Non-Fiction Tone: formal</p> <p>Grammar and comprehension to be embedded in weekly lessons and it will link directly to the text.</p>	<p>lovers, horticulturalists Tone: formal Narrative- Task: Retelling story. Purpose: entertain Audience: KS1 Tone: inform</p> <p>Outcome 3</p> <p>The Invisible Boy Outcome 1 Task: Diary Entry Purpose: reflection Audience: self Tone: informal</p> <p>Grammar and comprehension to be embedded in weekly lessons and it will link directly to the text.</p>	<p>Description- designing your own ideal classroom Purpose: entertain Audience: KS1 Tone: informal</p> <p>Outcome 3 Task: Diary Entry Purpose: reflection Audience: self Tone: informal</p> <p>The Water Princess Outcome 1 Narrative- Task: Retelling story. Purpose: entertain Audience: KS1 Tone: informal</p> <p>Outcome 2 Task: Recount on importance of water Purpose: inform Audience: teacher and peers Tone: informal</p> <p>Grammar and comprehension to be embedded in weekly lessons and it will link directly to the text.</p>

Maths 	Unit 1: Numbers within 100 Unit 2: Addition and subtraction of 2-digit numbers Unit 3: Addition and subtraction word problems	Unit 4: Measures: Length Unit 5: Graphs Unit 6: Multiplication and division	Unit 7: Time Unit 8: Fractions Unit 9: Addition and subtraction of 2-digit numbers (regrouping and adjusting)	Unit 10: Money Unit 11: Faces, shapes and patterns; lines and turns	Unit 12: Numbers within 1000 Unit 13: Measures: Capacity and volume Unit 14: Measures: Mass	Unit 15: Exploring calculation strategies Unit 16: Applying multiplicative thinking
Science 	Life Cycles and Health Concept: Animals including Humans	Everyday Materials Concept: Materials	Habitats Concept: Living things and their habitats	Microhabitats Concept: Living things and their habitats	Plant Growth Concept: Plants	Plant-based materials Concept: Making Connections
History 		Great Fire of London 1: How can we safely build a fire? 2: What were the problems with London in 1666? 3: What happened and how do we know? 4: What did eyewitnesses say about the Great Fire? 5: What are causes and consequences? 6: Why did the Great Fire of 1666 spread so easily?	Intrepid Explorers		Travel and Transport 1: How did the wheel begin to change lives? 2: How much has changed? 3: Did everyone welcome the railways? 4: How has the car developed and did everyone benefit? 5: How much has changed since the Wright Flyer? 6: How has transport changed over time?	
Geography 				Hot and Cold places 1: How hot or cold is our school? 2: What do hot and cold places feel like?		Comparing Britain and Zambia

				3: Where are hot and cold places found on Earth? 4: How does temperature affect hot and cold places? 5: What features does an animal need to live in a hot/cold place? 6: How have real animals adapted to hot/cold places?		
D.T. 		Unit 3 Structure Baby bear's chair	Unit 2 Cooking & Nutrition Balanced Diet	Unit 1 Mechanisms Fairground wheel		Unit 5 Mechanisms Moving Monster Unit 4 Textiles Pouches
Art 	<u>Collage</u> Sparks and flames Linked to The Great Fire of London Artist: Lieve Verschuier		<u>Expressive Painting</u> Artists: Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne		<u>Stick Transformation Project</u> Artist: Chris Kenny.	
RE (Jigsaw) 	How does the symbol of light bring Jewish people together? Key concepts- Reflection and Empathy Global Goals- Good Health and Wellbeing 5Rs- Risk taking Misconceptions – Light means the same thing to everyone Single lesson: Diwali	How does the symbol of light help us to understand the meaning of Christmas for Christians? Key concepts- Investigation and Interpretation Global Goals- Good Health and Wellbeing 5Rs- Relationships Misconceptions – All Christians celebrate Christmas	Who is God to Muslims? Theme/content: The meanings of and the attributes shown by the 99 names of Allah and how a Muslim may want to show respect to these. World view: Islam	How important is it to Christians that Jesus came back to life after his crucifixion? Theme/content: Salvation - Resurrection of Jesus at Easter. World view: Christianity	How important is prophet Mohammad to Muslims? Theme/content: Events in the life of the prophet Muhammad and their impact on and importance to Muslims today (discusses the Qur'an and the Hadith). World view: Islam	How important is the Qur'an to Muslims? Theme/content: How Muhammad received the Qur'an in the Night of Power, how a Muslim would treat the Qur'an with respect and the importance of its teachings to Muslims today. World view: Islam
RHE	Being Me	Celebrating Differences	Dream and Goals	Healthy Me	Relationships	Changing Me

	<p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p>	<p>Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p>	<p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p>	<p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>	<p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>	<p>Life-cycles in nature Growing from young to old Increasing independence Assertiveness Preparing for transition</p>
<p>Computing</p> 	<p>Information technology around us</p> <p>Identifying IT and how its responsible use improves our world in school and beyond.</p>	<p>Digital photography</p> <p>Capturing and changing digital photographs for different purposes.</p>	<p>Robot algorithms</p> <p>Creating and de-bugging programs, and using logical reasoning to make predictions.</p>	<p>Pictograms</p> <p>Collecting data in tally charts and using attributes to organise and present data on a computer.</p>	<p>Making music</p> <p>Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.</p>	<p>Programming quizzes</p> <p>Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.</p>
<p>Music</p> 	<p>Music Theory Lite with Keyboards L2 – KS1</p>	<p>Class Jam Lite L1 – KS1</p>	<p>Ukeleles- Lite L1 – KS1</p>	<p>Singing Lite L2 – KS1</p>	<p>Keyboards Lite L1 – KS1</p>	<p>Songwriting with Glockenspiels Lite L2 – KS1</p>
<p>PE</p> 	<p>Y2 FMS Through Tag Games</p>	<p>Y2 FMS and Manipulative Skills</p>	<p>Y2 Floor Gymnastics</p>	<p>Y2 FMS and Functional Movement Skills</p>	<p>Y2 Dance</p>	<p>Y2 FMS Athletics Fundamentals</p>