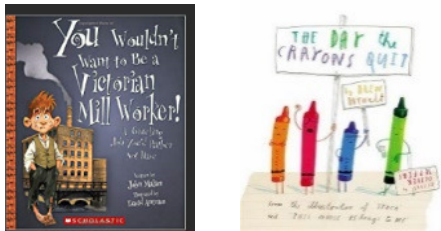




Year 2 Swallows Curriculum Overview

	<p>Autumn Theme – Who Worked in the Mills?</p> 	<p>Spring Theme – Fire and Ice</p> 	<p>Summer Theme – Superheroes</p> 
English	<p>Diary Recounts Information Books Persuasive letter writing Non-Chronological Reports Classic Poetry</p>	<p>Animal Adventure Stories Persuasive Posters Stories around a theme Explanation Texts Instructions Recounts</p>	<p>Writing in the style of an author Instructions Information leaflets Poems on a theme Stories in a familiar setting</p>
Mathematics	<p>Number and Place Value Mental + and – Addition and subtraction Measurement – length Time Multiplication Division</p>	<p>Number and Place Value Money Fractions – $\frac{1}{2}$ and $\frac{1}{4}$ Measures – length, height and weight 2D & 3D shape Line symmetry Volume and capacity Statistics and Geometry Word problems</p>	<p>Number and Place Value Addition and subtraction Multiplication Division Fractions – equivalent Properties of 2D and 3D shape Time Measurement problems Word problems</p>
RE	<p>Why is the church a special place for Christians? Places of worship Christmas- The Journey to Bethlehem</p>	<p>Jesus friend to everyone Easter Celebrations worldwide</p>	<p>The Bible. Why is it such a special book? Faith through art</p>

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Science	<p>Animals including humans</p> <p>Living Things and Habitats</p> <p>Seasonal Changes</p>	<p>Living Things and Habitats- Bug house investigation</p> <p>Uses of Everyday Materials</p> <p>Seasonal Changes</p>	<p>Plants</p> <p>Seasonal Changes</p> <p>Science Project</p>
History	<p>-Sequence the Victorian Era events in chronological order and give reasons for their order.</p> <p>-Give examples of things that are different in our life from that of their grandparents when we were young.</p> <p>-Research into the life of the Blackburn mill owner John Baynes.</p> <p>-Explain how Blackburn was different in the past.</p> <p>-Say at least two ways we can find out about the cotton mills, for example using books and the internet.</p>	<p>-Explain why Britain has a special history by learning about the Great Fire of London and some famous people.</p> <p>-Recount some interesting facts about Samuel Pepys.</p> <p>-Explain what is meant by a parliament.</p> <p>-Find out something about the past by talking to an older person.</p> <p>-Use words and phrases like: <i>before I was born, when I was younger.</i></p> <p>-Use the words 'past' and 'present' correctly.</p>	<p>-Answer questions by using a specific source, such as an information book.</p> <p>-Use words and phrases like: <i>before I was born, when I was younger.</i></p> <p>-Use the words 'past' and 'present' correctly.</p>
Geography	<p>-Say what we like and don't like about their locality</p> <p>-Find out about a locality by asking some good questions to someone else.</p> <p>-Describe some physical features of own locality.</p> <p>-Describe some human features of own locality, such as the jobs people do.</p>	<p>-Explain what makes a locality/place/area special (Death Valley Desert and Antarctica).</p> <p>-Describe some places, which are not near the school (Death Valley Desert and Antarctica).</p> <p>-Describe a place outside Europe using geographical words.</p>	<p>-Name the continents of the world and find them in an atlas.</p> <p>-Name the world's oceans and find them in an atlas.</p> <p>-Learn about what makes New York a top attraction.</p> <p>-Describe the key features of a place, using words like,</p>

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	<ul style="list-style-type: none"> -Explain how the jobs people do may be different in different parts of the world. -Suggest improvements to local area. -Explain what facilities a town or village might need. -Find out about the what effect factories have on the environment. 	<ul style="list-style-type: none"> -Say what we like and don't like about another locality (Antarctica). 	<ul style="list-style-type: none"> beach, coast, forest, hill, mountain, ocean, valley. -Label a diagram or photograph using some geographical words. -Find out about a locality by using different sources of evidence (New York).
Art	<ul style="list-style-type: none"> -Use a 4B, 6B and a HB pencil to sketch a portrait of a mill child. -Add line and shape to their work. -Join fabric using glue to make a class patchwork (Victorian blanket). -Use different kinds of materials on a collage and explain why they have chosen them. -Use charcoal to show what Blackburn was like in the past. -Create a print using pressing, rolling, rubbing and stamping to create a dunce hat. 	<ul style="list-style-type: none"> -Use charcoal, pencil and pastels to create a Great Fire of London scene creating different tones using light and dark. -Use a viewfinder to focus on a specific part of an artefact before drawing it (clay pot) -Mix paint to create all the secondary colours. -Mix and match colours, predict outcomes. -Mix their own brown. -Make tints by adding white. -Make tones by adding black. 	<ul style="list-style-type: none"> -Create a picture independently. -Use simple IT mark-making tools, e.g. brush and pen tools. -Edit our own work. -Take different photographs of themselves displaying different moods (Andy Warhol link) -Change a photographic image on a computer. -Link colours to natural and man-made objects. -Say how other artists have used colour, pattern and shape. -Create a piece of work in response to another artist's work.

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Design & Technology	<ul style="list-style-type: none"> -Make a pizza. -Think of ideas and plan what to do next. -Choose the best tools and materials. -Give a reason why these are best. -Describe their design by using pictures, diagrams, models and words. -Describe the properties of the ingredients used. -To know what it means to be hygienic. -To say how we can be can be hygienic in the kitchen. 	<ul style="list-style-type: none"> -Make a slider moving object. -Measure materials to use in a model or structure. -To say if they did it again what they want to improve. 	<ul style="list-style-type: none"> -Design and create a model of New York using a variety of materials. -Make sensible choices as to which material to use for our constructions. -Develop our own ideas from initial starting points. -Consider how to improve our construction.
Computing	<p><u>Coding-</u></p> <ul style="list-style-type: none"> -Introduce algorithms -Debug programmes -Use repeat and timer commands <p><u>Online Safety-</u></p> <ul style="list-style-type: none"> -Use a search engine -Understand why it is important to be safe online 	<p><u>Spreadsheets-</u></p> <ul style="list-style-type: none"> -Explain what columns are -Open, save and edit a spreadsheet -Use images in a spreadsheet -Use data to create a block graph <p><u>Questioning-</u></p> <ul style="list-style-type: none"> -Understand what a binary tree is -Understand what is meant by database 	<p><u>Effective Searching-</u></p> <ul style="list-style-type: none"> -learn about the internet -Create a leaflet about searching the internet <p><u>Creating Pictures-</u></p> <ul style="list-style-type: none"> -Use purple mash to create art work -Use clip art
Music	<p><u>Charanga-</u></p> <p>Hands, feet and heart</p> <p>South African Music</p> <ul style="list-style-type: none"> -sing or clap increasing and decreasing tempo 	<p><u>Charanga-</u></p> <p>I wanna play in a band</p> <p>Rock music</p> <ul style="list-style-type: none"> -sing or clap increasing and decreasing tempo 	<p><u>Charanga-</u></p> <p>Zoo Time</p> <ul style="list-style-type: none"> -sing or clap increasing and decreasing tempo -perform simple patterns and accompaniments keeping a steady pulse

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	<ul style="list-style-type: none"> -perform simple patterns and accompaniments keeping a steady pulse -play simple rhythmic patterns on an instrument -Find the pulse when listening to different pieces of music 	<ul style="list-style-type: none"> -perform simple patterns and accompaniments keeping a steady pulse -play simple rhythmic patterns on an instrument -Find the pulse when listening to different pieces of music -order sounds to create a beginning -create music in response to different starting points 	<ul style="list-style-type: none"> -play simple rhythmic patterns on an instrument -Find the pulse when listening to different pieces of music -make connections between notations and musical sounds -use symbols to represent sounds -order sounds to create a beginning, middle and end
Physical Education	<p><u>Target Games:</u></p> <ul style="list-style-type: none"> -Throw a ball underarm with either hand -Kick a ball with accuracy -Roll a ball with good technique with either hand -Strike a ball at a target <p><u>Movement skills:</u></p> <ul style="list-style-type: none"> -Focus on improving our balance -Travel backwards safely -Jump in a variety of ways -Learn how to attack and defend <p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> -Find different ways to spin, turn and twist 	<p><u>Dance (Great Fire of London):</u></p> <ul style="list-style-type: none"> -Create theme related shapes -Use our bodies to express feelings -Travel safely and creatively in space -Perform a sequence of movement <p><u>Net and wall games:</u></p> <ul style="list-style-type: none"> -Send and receive a ball -Strike a ball with accuracy -Develop a good grip and stance -Return a ball after one bounce that has been thrown by a partner 	<p><u>Gymnastics- stretching, curling and arching:</u></p> <ul style="list-style-type: none"> -Travel in curled positions -Stretch whilst in balance -Create a sequence between stretches and curls <p><u>Invasion game skills:</u></p> <ul style="list-style-type: none"> -Throw overarm for my partner to catch after one bounce. -Catch a ball -Track an opponent -Intercept a pass -Dodge to beat an opponent
PSHE	<p><u>Christian Values:</u></p> <p>Thankfulness/Trust/ Why should I be good?</p> <p><u>British Values:</u></p> <p>Democracy/ Tolerance</p>	<p><u>Christian Values:</u></p> <p>Compassion/ Forgiveness</p> <p><u>British Values:</u></p> <p>Respect</p> <p><u>Religious Festivals:</u></p>	<p><u>Christian Values:</u></p> <p>Hope/ Endurance/ Saying sorry</p> <p><u>British Values:</u></p> <p>The Rule of Law/ Individual liberty</p>

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	<p><u>Religious Festivals:</u> Diwali/ Birthday of Guru Nanak/ St Andrews Day/ Harvest/ Christmas</p> <p><u>Relationships:</u> Diversity/ Friendships/ Bullying</p> <p><u>Health:</u> Keeping safe at home/ Road safety/ Firework safety</p> <p><u>Other:</u> Remembrance Inspirational people</p>	<p>Chinese New Year/ St David's Day/ Easter</p> <p><u>Relationships:</u> Courtesy and manners/ What is family? / Self-respect/ managing conflict</p> <p><u>Health:</u> Sleep matters/ Safer Internet Week, 5 ways to wellbeing/ Who can I trust? Growth Mindset Martin Luther King 7 wonders of the world</p>	<p><u>Religious festivals:</u> St Georges Day May Day</p> <p><u>Relationships:</u> What is 'old'?</p> <p><u>Health:</u> What makes us nervous? / Hobbies/ Healthy eating/ Exercise/ Look after your teeth/ Wash your hands- Science link Recycling- Science link</p>
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