

Year 2 Curriculum Overview
Term: Spring 2 Topic: Toys

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
School/ World Events		BOOK WEEK World Book Day Festival of Literature	TBC Museum of Childhood			
English	Introduction to new book: Major Glad, Major Dizzy by Jan Oke Writing a familiar story in a different context. *Writing Assessment	Debate and Persuasive Writing "There is no such thing as 'girls' toys"	Recount Write up of our trip	Narrative Story Writing If your toys could talk...what stories would they tell? OR What happens next...		Instructional Writing Making Puppets
Grammar	Singular and Plural	Adverbs	Commas	Compound Words	Possessive Apostrophe	Review
Spelling	Suffixes <ul style="list-style-type: none"> - Adding -es to nouns and adverbs, verbs - Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it - The suffixes -ment, -ness, -ful, -less and -ly (adverbs) Compound Words				HFW/ Cross Curricular Words Content of unit depends on class needs but will also explore strategies for having a go at spelling words independently.	
Maths	Adding and subtracting 1 digit numbers to and from 2 digit numbers. Problem solving	Introducing multiplication as repeated addition Learning times tables and about multiplying through arrays	Rounding Mental strategies for near doubles, and adding and subtracting 9 and 11	Introducing Kg and g Introducing L and ML, and units of temperature.	Telling the time and adding and subtracting units of time.	Investigating and describing rotation.

Science Topic: Plants	Active Assessment session - what do the children already know about plants?	Planning and investigation into what plants need to grow	Setting up our experiments	Disecting a plant and labelling the different parts	Drawing conclusions about our experiment and presenting the results	Active assessment session - what have we learnt? What further questions do we have?
Art and Design Technology	Designing and making puppets <ul style="list-style-type: none"> ● To consider that there are different types of puppets and how puppets are made ● To practice basic joining and sewing techniques and to make a template ● To apply skills practiced to make a puppet ● To evaluate the puppets and how well it relates to its purpose ● To be able to use basic sewing techniques ● To be able to compare joining techniques ● To be able to use simple vocabulary associated with the use of textiles and product design 					
History and Computing Topic: Research	Scoping a topic and breaking down questions Information on toys throughout history.	Looking for information Information on toys throughout history.	Searching safely and effectively using Google Information on toys throughout history.	Using other search engines and simple wikipedia Information on toys throughout history.	Preparing a presentation Children will make powerpoint presentations on their favourite toy from the past.	Giving a presentation Children will give a presentation about their chosen toy.
RE Theme: Prayer Focus Faith: Islam Key Question: Does praying at regular intervals help a Muslim in his/her everyday life?	To understand that Muslims worship Allah and Muhammad (pbuh) was an important leader. To talk about special people and leaders. Focus Text: Islamic Stories by Anita Ganeri	To understand the significance and features of the Qur'an To talk about respect for special books. Focus Texts: Qur'an Bible Torah	To understand the importance of families and communities. To compare their own family celebrations with Muslim traditions.	To understand how beliefs relate to our daily actions/routines. The importance of 'Salah' - daily prayer 5 times a day. Focus Text: "The night of the journey"	To learn about the 3rd pillar of Islam – 'Sawm' Ramadan: the festival of fasting To talk about festivals and giving thanks for the things we have.	The fifth pillar of Islam: Hajj To talk about journeys to a special place Focus Text: 'Hajj Stories'

					Focus Text: "Samira's Eid" Imagine you were	
Spanish	L.O: to be able to speak about colours in spanish. Children learn how to ask each other and answer in spanish ¿de que color son tus ojos?	L.O: to be able to speak about colours in spanish. Children learn how to ask each other and answer in spanish De qué color es tu pelo?	L:O to be able to talk about different types of food in spanish. Begin conversational skills for food. ¿Tienes hambre? Si, tengo hambre. ¿Cuál es tu comida favorita? Te gusta? Focus Text: La Oruga Muy Hambrienta The very hungry caterpillar	L.O. To know some common food names in spanish. L.O. To know polite dining etiquette: Buen provecho/apetito Gracias/ de nada Salud Focus Text: La Oruga Muy Hambrienta The very hungry caterpillar	L.O. To make a restaurant menu in Spanish. Children use resources to choose their favourite meal choices in Spanish. Children play "restaurante" and order from one another. Focus Text: La Oruga Muy Hambrienta The very hungry caterpillar	L:O I know some Easter vocabulary in Spanish. Children learn how to say common easter words in Spanish. Create a Easter Card using Spanish vocabulary to label.
PSHE	Have you filled a bucket today? By Carol McCloud We will use the concept of an invisible bucket to discuss how easy and rewarding it is to express kindness and appreciation. Children will make bucket templates for display. Each day this term they will write	Have you filled a bucket today? By Carol McCloud We will use the book as a springboard to talk about 'bucket dipping'. Children will complete a sorting activity where students will identify behaviours and comments as bucket filling or bucket dipping. Bucket dipping	The Power of One The Power of One is a programme that uses boxes, colours, and masks to vividly portray what bullying is, what can be done about it, and how every child has the power of one, the power to report and deal with bullying when they see it. Over four weeks the children will engage with role-play and drama to <ul style="list-style-type: none"> ● understand the roles in bullying: Bully, Target, Bystander, and Upstander ● identify examples of different types of bullying: Physical, Verbal, Exclusion, and Cyber bullying ● show them how to be Upstanders rather than Bystanders ● provides solutions to bullying including reporting, intervening, and assisting the Target ● emphasizes the need for individuals to take action to make their community a safer, better place ● refers children to parents, adults, and teachers for further assistance and instruction 			

	down things that have filled their bucket and stick them to their template.	behaviours will be thrown in the bin!	Children will then sign the 'Power of One Oath' and learn to repeat it off by heart: <i>I will not bully others.</i> <i>I will not stand by while others are bullied.</i> <i>I will report and deal with bullying whenever I see it...</i> <i>...because I have</i> the POWER of ONE
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