

Meath Green Infant School Year 2 Curriculum Overview



	Autumn 1: Africa (8 weeks)	Autumn 2: Coastlines (7 weeks)	Spring 1: London Now	Spring 2: London Then	Summer 1: When I grow up	Summer 2:
Enquiry Questions	What makes me amazing? Can a Penguin live in Africa?	Would you like to live by the sea?	What puts London on the map?	Why did London burn?	What changes when things grow?	Gatwick History of flight?
Key Events	Black History Month Harvest	Remembrance Bonfire night	Safer Internet Day Children's Mental Health Week	Mothers' Day Easter Science Week – Change and adapt	Earth Day Ramadan	Fathers' Day Eid Leavers' Day Leavers' Assembly
Enrichment	Virtual Safari Day Dress up as an animal or on safari Photo from home of them in the holidays Forest school	RNLI visit to school	Virtual London Trip Forest School	Fire Brigade visit to school Trunk Theatre show at school	Dress up as someone they are inspired by/ who they want to be when their older? Make tomato chutney Drucillas trip	Ice Cream Van Visit to Gatwick Aviation Museum Talk from Horley food bank? Butterflies in the classroom
Very Important People	Nelson Mandela	Grace Darling	Queen Elizabeth I and Queen Elizabeth II	Samuel Pepys	Malala Yousafzai, Stevie Wonder, Jesse Owens, David Attenborough	Amelia Earhart? Local pilot?

Suggested supporting texts	The Bojabi Tree Lila and the Secret of Rain	The Lighthouse Keepers Lunch Katie Morag Grace Darling Clean Up	Katie in London Paddington	Vlad Great Fire of London Illustrated	Malala's Magic Pencil	Little People Big Dreams
English – Write Stuff Units	The Ultimate Book of Big Cats 18 lessons A Lion in Paris (narrative 15 lessons) Black History Month (1 week)	The Lighthouse Keeper's Lunch (narrative 15 lessons) Grace Darling by The BBC (non-fiction biography 15 lessons)	The Queen's Hat (Year 1 unit, narrative 18 lessons, 2 lessons short) Habitats by Dorling Kindersley Limited (non-fiction, non-chronological report 14 lessons)	Great Fire of London Illustrated (non-fiction, diary 11 lessons)	The Owl Who was Afraid of the Dark (narrative, 16 sessions)	The Friendship Bench (narrative, 11 lessons) If I Were in Charge of the World (poetry 14 lessons)
Maths	Place Value	Addition and Subtraction	Shape Money Length and height	Multiplication and division Mass, capacity and temperature	Mass, capacity and temperature Fractions Recap	Time Statistics Position and direction Recap
Science	Animals' needs for survival Mammals Birds Fish Amphibians Reptiles Humans Humans (4 steps) Exercise Food Hygiene Teeth	Materials Explore materials Wood, paper & card Brick and rock Glass and plastic Metal Fabrics Same object, different material Test materials Sustainability – Plastic How is plastic helpful/harmful? How to reduce plastic waste in school.	Plants – light and dark Explore plants Plant parts What do plants need to grow? Plan – light and dark Investigate – light and dark	Living things and their habitats Habitats in my local area Polar and desert habitats Ocean and woodland habitats Micro habitats Habitats and diet Food chains Plants Findings – light and dark	Plants – bulbs and seeds Bulb or seed? What do plants need to grow? Plan and plant bulbs and seeds. Growing up Parent and offspring Life cycle of humans Life cycles of mammals Life cycles of amphibians Life cycle of a butterfly Patterns between lifecycles.	Plants Findings – bulbs and seeds Growing up Butterfly diary Sustainability – Wildlife What does wildlife do for us? What can we do for wildlife?

<p>Geography</p>	<p>Weather Patterns, Compare UK to Africa, Equator, North and South Pole Similarities and differences between UK and Non-European country Locate continents and oceans/ countries and examine features of the area we study.</p> <p>Use maps, atlases and globes to identify continents and oceans.</p>	<p>Human/ Physical features, coast, beach, weather, ocean Compass directions, Coastal erosion Create Maps (own coastal town with map and key) Identify key features and give own views, justify your reason for these views</p>	<p>Aerial View, Plan Perspectives to recognise landmarks and physical features UK Capital cities. Use symbols to make own key.</p>	<p>Compare London map now and then</p> <p>Looking at maps to see how far the fire spread</p>	<p>Identify land use i.e. flood plains, businesses and houses</p> <p>Look at where food/fruits are grown in relation to maps, climate, seasons</p> <p>Where did my family come from? Where have my family emigrated to / from?</p>	<p>Local Area compared to wider area (Infants to Juniors)??</p> <p>Look at where communities have settled in relationship to Gatwick and flight history (e.g. Mauritian communities)</p> <p>Looking at flight maps – where do flights come from/ go to from Gatwick?</p> <p>Mapping journeys – plotting transport routes to chosen country</p>
<p>History</p>	<p>Black History Month (Reclaiming Narratives)</p> <p>Significant Individuals: Nelson Mandela- first black president of South Africa, pushing for change</p> <p>Events beyond living memory: Apartheid</p> <p>Why did Nelson Mandela want change/ what impact did he have?</p>	<p>Remembrance</p> <p>Compare jobs in a coastal town in the 19... to now.</p> <p>Artefacts: Letter and pictures from Grace Darling</p> <p>Significant individual/Events beyond living memory: Grace Darling (lighthouse keeper's daughter) helped to rescue people from a boat sinking (RNLI link)</p>	<p>Significant Individuals: Queen Elizabeth I and Queen Elizabeth II</p>	<p>GFoL- Add the events to a timeline</p> <p>Significant Individuals Samuel Pepys Use sources to find information- What did the source show?</p>	<p>Significant Individuals: Malala Yousafzai, Stevie Wonder, Jesse Owens, David Attenborough Little People, Big Dreams, create their own profile</p>	<p>Local History: Airplanes/ Gatwick. Changes in the local area/ changes in machinery</p> <p>Significant Individual: Amelia Earhart, Wright Brothers,</p>

Art	<p>Painting Look at the work of Tinga Tinga artists</p> <p>Study a variety of real life fruits grown in Africa.</p> <p>Explore a range of painting techniques using colour, shape and form (looking at real life fruit to paint in real life, one fruit per page)</p> <p>Evaluate paintings and what worked well, what will be included in the final piece?</p> <p>Make final piece of work using techniques learnt and incorporating multiple fruits onto one piece of work</p> <p>Make links from original Tinga Tinga work to own work</p>	<p>We will investigate Tone and Textures before building on our learning</p> <p>Sketching/Shading Experimenting with tools and surfaces as we develop our sketching skills (contouring, circlism shading by drawing circles on top of each other, threes, scribbling) Lines (vertical, horizontal, diagonal, zigzag, curved).</p> <p>Study coastal sketch art works.</p>	<p>Banksy? Manipulated hue by depending on colour mixed (add more of one colour)</p>	<p>Painting: To build information on colour mixing, colour wheels and colour spectrums.</p> <p>Controlling the types of marks made with a range of painting techniques</p> <p>Select and use different brushes.</p> <p>Use wet and dry paint techniques.</p> <p>To explore tints and shades.</p> <p>Explore printing. Design a print and experiment with different printing techniques.</p>	<p>Frida Kahlo Sculpture/Collage Impact of layers within a collage</p> <p>Andy Goldsworthy??</p>	
DT	<p>Cooking and Nutrition (during Forest School)</p> <p>Making Damper Bread (within Forest School Sessions)</p>		<p>Textiles Making a bag for Buckingham Palace gift shop.</p>		<p>Cooking and Nutrition Tomato chutney (Science)</p>	<p>DT Mechanisms Explore mechanical and non-mechanical toys (moving and non-</p>

	<p>Explore what can be cooked on a fire</p> <p>Evaluate – taste test and evaluate verbally with peer</p>		<p>Explore products and features, what makes a good bag?</p> <p>Design bag including features handle, flap, pocket</p> <p>Make bag using sewing techniques.</p> <p>Evaluate the effectiveness of the joins, is it purposeful?</p>		<p>Look at examples of chutneys, taste them. Find out where the ingredients are grown</p> <p>Prepare ingredients for chutney and make</p> <p>Design and make label for jar</p> <p>Evaluate - taste test and add blurb to back of the jar</p>	<p>moving, compare and contrast)</p> <p>Explore levers and linkages and split pin enabling movement</p> <p><u>Design</u> own toy plane/plane part Lolly stick template</p> <p>Make Make moving plane using mechanisms with lolly sticks and split pins. Children to drill own holes</p> <p>Evaluate final product</p> <p>Moving Plane parts</p>
Computing	<p>Unit 2.2 Online safety (3 weeks)</p> <p>Unit 2.7 Making music (3 weeks)</p>	Unit 2.1 Coding (6 weeks)	<p>Unit 2.4 Questioning (5 weeks)</p> <p>Safer internet day</p>	<p>Unit 2.5 Effective Searching (3 lessons)</p> <p>Unit 2.6 Creating Pictures (5 weeks) Seurat Mondrian Morris</p>	Cont... Unit 2.6	Unit 2.8 Presenting Ideas (4 weeks)
PE	<p>Team building – 3 weeks</p> <p>Fundamentals – 3 weeks</p>	Dance – 6 weeks	<p>Balls skills – 3 weeks</p> <p>Yoga – 3 weeks</p>	<p>Target games – 3 weeks</p> <p>Invasion games – 3 weeks</p>	<p>Sending and receiving – 3 weeks</p> <p>Athletics – 3 weeks</p>	<p>Striking and fielding games – 3 weeks</p> <p>(rounders)</p>
PSHE	Being in my World 1 x lesson worry (Jigsaw)	Celebrating Difference	Dreams and Goals Children's mental health week	Healthy Me	Relationships	Changing Me

	2 x lesson Rainbow of Respect (1 x listen to others and take care of things 1 x be kind and be safe) 3 x lesson Zones of Regulation					
RE	What is God like for Christians?	Why is giving important for Christians?	What is important for Muslim families? Mosque trip or visit to school	Why do Christians call Jesus Saviour? Easter gardens	Who is Allah and how to Muslims worship him?	Is giving better than receiving? Talk from Food Bank Invite Sikh in
Music	Hands, feet, heart South African music and Freedom Songs.	Ho, Ho, Ho Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.	I wanna play in a band Teamwork, working together. The Beatles. Historical context of musical styles.	Zootime Animals, poetry and the historical context of musical styles.	Friendship song	Reflect, rewind, replay Think about the history of music. Western Classical music Consolidate the foundations of the language of music. Leavers Songs