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| **Queen Victoria Primary School Curriculum Framework Overview – Year 2 2018 - 2019** | | | | | | | | | | | | | | |
| School Global Theme | **September**  Hope  (Aspirations) | **October**  Respect | **November**  Curiosity  (Love of Learning) | **December**  Perseverance | **January**  Empathy | **February**  Love | **March**  Thankfulness | **April**  Citizenship (Rules of Law) | **May**  Liberty/  Freedom  (Democracy) | **June**  Self-Control  (Patience) | | **July**  Co-operation (Teamwork) | |
| National and Whole School events | Harvest Festival | | Diwali  Remembrance Service  Christmas | | Chinese New Year | | Vaisakhi  Easter  St Georges Day | | Shavuot | | Ramadan | |
| Class Theme | **Street Detectives**  **(History)** | | **Towers, Tunnels and Turrets**  **(D&T)** | | **Land Ahoy!**  **(Geography)** | |  | |  | |  | |
| Subject Area | Autumn 1 –  8 weeks | | Autumn 2 –  7 weeks | | Spring 1 –  6 weeks | | Spring 2 –  7 weeks | | Summer 1 –  4 weeks | | Summer 2 –  7 weeks | |
| English | **Non fiction** – Leaflet – **The High Street**  **Fiction –** Narrative; Familiar Settings – **Familiar Nursery Rhymes**  **Poetry** – Nursery rhymes – **Humpty Dumpty Sat on the Wall** | | **Non fiction** – recounts  **School trip to Kenilworth Castle**  **Fiction** – Narrative; Traditional Tales  **Jack and the Beanstalk** | | **Non fiction** – Non Chronological Report – **How Pirates Really Work**  **Poetry** – A Sea Shanty – **A variety of familiar Sea Shanties** | |  | |  | |  | |

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| Maths | **Number**: Place Value  **Number**: Addition and Subtraction  **Geometry**: Shape  **Geometry**: Position and Direction | **Number**: Addition and Subtraction  **Measure**: Money  **Geometry**: Properties of shape | **Number**: Multiplication and Division  **Numbe**r: Fractions |  |  |  |
| Science | **Theme: Using everyday materials -** Identifying and comparing the suitability of materials to build a structure | **Theme: Using materials –** Identifying and comparing the suitability of materials for a purpose  **Theme: Living Things and Their Habitats –** Explore the habitats of different animals | **Theme: Animals including Humans –** exploring the needs of animals and how humans can lead a healthy lifestyle |  |  |  |

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| Learning Journey | **History -** Changes within living memory; Significant people; Places and events in the local area  **Art and Design -** Famous local artists; Drawing, painting or collaging views from local areas  **D&T -** Selecting tools and materials; Sign making; Designing buildings  **Geography -** Fieldwork in the local area; Human and physical features; Using and making maps with keys; Looking at aerial images | **History** – Castles and castle life; Significant individuals – Isambard Kingdom Brunel  **Art and Design** – Sculpture using natural materials  **D&T** – Making models of towers, bridges and tunnels  **ICT –** Song Writing  **Music -** Samba | **Geography** – Map skills identifying the countries and capitals of the UK. To locate continents and oceans of the world on maps and globes  **Art** – Develop painting skills including making tints and shades of colours. To look at famous artists Katsushika Hokusai and Anthony Gormley  **ICT -** Coding  **Music –** African Drums |  |  |  |

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| Physical Education | Football | Multisport | Street Dance | Martial Arts | Sports – Quick Cricket | Sports - Athletics |
| PSCHE | New Beginnings  Getting on and Falling out | Say No to Bullying | Being Me in My World! | Celebrating Differences | Dreams and Goals | Changing Me |
| Religious Education | How do Christians, Jews and Muslims say ‘thank you’ to God for the natural world? | Why is light important in religions? | What does it mean to be a Muslim? | When do we cooperate? | Do our actions speak louder than words? | What have I learned about different religions? |