

**St Mary's Catholic Primary School**  
**KS1 Yearly Curriculum Overview Academic Year 2018-2019**  
**YEAR GROUP TWO**

| TERM                        | Autumn 1  | Autumn 2  | Spring 1   | Spring 2                       | Summer 1  | Summer 2           | Ongoing throughout the year  |
|-----------------------------|---|-----------|--|--------------------------------|---|--------------------|--|
| No. OF WEEKS                | 7   | 7         | 6  | 6                              | 6   | 7                  |  |
| TOPIC / THEME               | <p style="text-align: center;"><b>Autumn 1</b></p> <p><b>History:</b> Who are our Local Heroes? Firefighters- past and present. Great Fire of London Remembrance Sunday. War heroes.</p> <hr/> <p style="text-align: center;"><b>Autumn 2</b></p> <p><b>Geography:</b> countries, cities and seas in the UK on map. Physical and human landscape of London, England. London past and present (photos). Create land use map of London using symbols like olden days.</p> |           | <p style="text-align: center;"><b>Spring 1</b></p> <p><b>History :</b> How did the first flight change the world? Significant historical event.</p> <p style="text-align: center;"><b>Spring 2</b></p> <p><b>Geography :</b> Where do different animals live? Explore an animal on each continent and five oceans. Look at hot and cold areas of the world. Contrast to each other looking at physical and human geography.</p> <p style="text-align: center;">Link with science habitats.</p> |                                | <p style="text-align: center;"><b>Summer 1</b></p> <p><b>History:</b> Who were the greatest explorers? Christopher Columbus, Neil Armstrong, David Attenborough, Pirates.</p> <p style="text-align: center;"><b>Summer 2</b></p> <p><b>Geography:</b> Where does our food come from? UK and around the world. Look at different places- what crops are grown and why? Look at the climate, physical and human features of the areas.</p>  |                    | identify seasonal and daily weather patterns in the United Kingdom           |
| Geography and Science topic | What are seasons? Run throughout the year. Autumn. Weather and seasonal change  |           | What are seasons? Run throughout the year. Weather and seasonal change   |                                | What are seasons? Run throughout the year. Weather and seasonal change  |                    |  |
| R.E.                        | The Chosen People   | Mysteries | The Good News  | The Mass                       | Eastertide  | The Church is Born |  |
| ENGLISH                     | <p><b>Fairy tales :</b><br/>Retelling fairy tales.<br/>POR: Princess and the White Bear King</p> <p><b>Fire</b><br/><b>Diary writing</b> – Samuel Pepys<br/><b>Poetry-</b> seasons.<br/><b>List poems-</b> Fire.<br/><b>Shape poems</b> – fire.<br/><b>Newspaper Reports-</b> GFOL</p>  |           | <p><b>Humour stories:</b>_POR: The Magic finger</p> <p><b>Animals stories:</b><br/>POR: Life cycles – A tadpole’s promise. Croc and Bird.<br/><b>Explanation-</b> where do animals live and why?<br/><b>Instructions-</b> how to look after an animal<br/><b>Poetry-</b> animal riddles. Seasons. Shape poems – animals.<br/><b>Newspaper report</b> – first flight.<br/><b>Information texts-</b> about flights</p>   |                                | <p><b>Stories from other cultures:</b><br/>POR: A necklace of raindrops.</p> <p><b>Adventure stories-</b> Pirates. Develop settings and characters. Sid the seed.<br/><b>Literacy shed-</b> imaginative stories.<br/><b>Instructions-</b> how to be a pirate. Keep plant healthy. Bread recipes.<br/><b>Explanations-</b> where food comes from. What do plants need to be healthy? How to make chocolate.<br/><b>Poetry-</b> seasons. In the magic treasure box. (pirates)</p> |                    | Yr2 Spellings and High Frequency words. Common exception words and suffixes. |
| MATHS                       | Place value. Addition and subtraction. Multiplication and division. Measurement- money.   |           | Statistics, geometry, fractions, Measurement- length, capacity, weight, time, temperature.   |                                | Position, direction, revision for SATS. After SATS, projects.   |                    | Number bonds . 2, 5 and 10 x tables.   |
| SCIENCE                     | <b>Autumn 1</b><br><b>Uses of Everyday Materials</b>  |           | <b>Animals including Humans</b>  | <b>Living Things and their</b> | <b>Summer II</b><br><b>Plants-</b> what do plants need to grow and be   |                    |  |

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|                  | Different type of materials. Where are they used and why? Suitability? Link to houses in GFOL and present day. Fieldtrip to investigate materials.  |   | Animal babies<br>Life cycles<br>Basic needs<br>How to stay healthy.<br>Diet and exercise.  | <b>Habitats</b><br><u>UK habitats</u><br>Different types of habitats and the different animals that live there- link to Geography and continents.<br><u>Worldwide habitats</u><br>seashore, in woodland, in the ocean, in the rainforest. | healthy?<br>Different investigations- more water, darkness, coldness.<br>Plant and observe cress and broad beans over time. What happens and why?  |   |   |
| <b>COMPUTING</b> | <b>We are Researchers</b><br>(link to topic on GFOL)  | <b>We are Photographers</b><br>(link to seasons, materials) | <b>We are Games Testers</b><br>(stand-alone)   | <b>We are zoologists-</b> Learn how to collect data e.g. from a Bug Hunt  | <b>We are Astronauts</b><br>(link to Explorers- Neil Armstrong)  | <b>We are detectives</b><br>(stand-alone) | <b>Word processing skills-</b> plant topic. |
| <b>HISTORY</b>   | <p style="text-align: center;"><b>Autumn 1</b></p> <p style="text-align: center;"><b>Who are our Local Heroes?</b><br/><b>Great Fire of London</b>-<i>firefighters as heroes/Sir Christopher Wren as a hero for rebuilding a safer London.</i><br/><b>-Remembrance Sunday/Poppy Day</b> - remembering the heroes from the First and Second World Wars<br/>Learn about significant historical events, people and places in own locality. Know where people/events studied fit within a chronological framework. Understand how to find out about the past.</p> |   | <p style="text-align: center;"><b>Spring 1</b></p> <p style="text-align: center;"><b>How did the first flight change the world?</b><br/>Learn about events beyond living memory that are significant globally. Know where people/events fit within a chronological framework.<br/>Identify similarities and differences between ways of life in different periods.</p> |   | <p style="text-align: center;"><b>Summer 1</b></p> <p style="text-align: center;"><b>Who were the greatest explorers?</b><br/>Learn about the lives of significant individuals in the past who have contributed to national achievements.<br/>Know where people/events fit within a chronological framework. Compare aspects of life in different periods.<br/><br/>Christopher Columbus, Neil Armstrong, David Attenborough, Pirates.</p> |   |   |
| <b>GEOGRAPHY</b> | <b>Geography:</b> countries, cities and seas in the UK on map. Physical and human landscape of London, England. London past and present (photos). Create land use map of London using symbols like olden days.  |   | <p style="text-align: center;"><b>Spring 2</b></p> <p style="text-align: center;"><b>Where do different animals live?</b><br/>Where do different animals live? Explore an animal on each continent and five oceans. Look at hot and cold areas of the world. Contrast to each other looking at physical and human geography.</p>                                       |   | <p style="text-align: center;"><b>Summer 2</b></p> <p style="text-align: center;"><b>Where does our food come from?</b><br/>Where does our food come from? UK and around the world. Look at different places- what crops are grown and why? Look at the climate, physical and human features of the areas.</p>   |   |   |
| <b>ART</b>       | <b>Drawing, Painting and Collage</b><br>To develop their drawing and  |   | <b>3D Art -Clay</b><br>To make 3D representations of art using   |   | <b>Printing and Textiles/Artist study</b>  |   |   |

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|                           | <p style="text-align: center;">painting skills to make representations more detailed and realistic- fire of London houses and drawings.</p>  | <p style="text-align: center;">available materials- clay animals</p> <p>Animals – watercolours, masks, oil pastels, collage.</p>              | <p>To investigate natural and man-made fibres and use objects to produce patterns and prints.<br/>Pirate flags.<br/>Pirate portraits, pirate ships.<br/>Artist- fruit portraits.</p> |
| <b>DT</b>                 | <p><b>Materials</b></p> <p>To use a variety of materials accurately and precisely to create a product for a design brief – Fire of London Diorama.</p>   | <p><b>Mechanisms</b></p> <p>To experiment with different paper engineering/moving mechanisms- pop-up information book all about animals .</p> | <p><b>Food</b></p> <p>To cut and taste food and handle tools safely.<br/><b>Fruit kebabs-</b> fruit that is from all over the world.</p>   |
| <b>MUSIC</b>              | <p><b>Christmas Show</b></p> <p>Learning a selection of Christmas songs<br/>Performing songs to highest standard</p>   |   |  |
| <b>PE</b>                 | <p><b>Games</b></p> <p>Learning to participate in team games, further developing simple tactics for attacking and defending during simple games (tag and other multi-skill games) as well as mastering basic movements including throwing and catching and developing balance, agility and co-ordination</p> | <p><b>Dance</b></p> <p>Learning to perform dances using simple movement patterns</p>  | <p><b>Gymnastics</b></p> <p>Learning to further develop balance, agility and co-ordination as well as travelling at different heights and speeds and on different apparatus</p>      |
| <b>EDUCATIONAL VISITS</b> | <p><b>Fire Station</b></p>   | <p><b>Fire of London Walk/Wimbledon War memorial</b></p>  | <p><b>Morden Hall Park- minibeasts.</b></p>  |
|                           |  |   | <p><b>Pirate day. Wagamama-linked to food.</b></p>   |
|                           |  |   | <p>Wimbledon Library</p>   |

**What are Seasons?**

Develop: locational/place knowledge of locality/U.K; vocab relating to physical geography; geographical skills; i.d seasonal/daily weather patterns in Uk & location of hot/cold areas around the world; fieldwork/observational skills in school, grounds, surroundings; use/construct basic symbols in a key.