



Gillespie Primary School Curriculum Overview - Year 2



	Autumn Term – London		Spring Term – Exploring Environments		Summer Term – Near, Far, Wherever You Are	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Recounts – diaries, letters <i>Vlad and the Great Fire</i> by Kate Cunningham Narratives – stories with familiar settings (3 weeks) <i>Claude in the City</i> by Alex T Smith Poetry <i>This is the City</i> by Kathy Henderson <i>Diversity focus book: Coming to England</i> by Floella Benjamin		Non-chronological reports <i>Here We Are</i> by Oliver Jeffers Our local area posters – history, geography and science sections Poetry <i>It’s a Wonderful World</i> <i>Diversity focus book: Nen and Lonely Fisherman</i> by Ian Eagleton		Narratives – Traditional stories <i>Jack and the Beanstalk, The Spider Weaver</i> by Margaret Musgrove, <i>Into the Forest</i> by Anthony Browne Instructions How to plant a seed Explanations How to grow plant, animal life cycle <i>Diversity focus book: The Proudest Blue</i> by Ibtihaj Muhammad	
Maths (White Rose)	Number: Place Value Number: Addition and Subtraction		Number: Multiplication and division Geometry: Shape Measurement: Money Measurement: Length & Height		Number: Fractions Measurement: Mass, Capacity & Temperature Measurement: Time Statistics Geometry: Position & Direction	
Science	Uses of Everyday Materials Writing link: Letter to Meg re best cloth for Lab_13		Living things and their Habitats Writing link: Local habitat report		Plants Writing link: Plant diary incl planting seed instructions, how to grow plant explanation	Animals including Humans Writing link: Animal life cycle explanation
	Our Changing World Children look at how plants, animals and habitats change during the year. Children are encouraged to carry out regular and frequent observations of the world around them to build a rich knowledge of their local environment.					
Computing	Basic skills – navigation, keyboard skills, key websites (Google Classroom, Purple Mash, MyMaths, Reading Eggs), saving files, using search engine <i>Art link – London artwork and saving</i> Information Technology: Presenting Ideas <i>History link - Great Fire of London photostories</i> Computer Science: Coding		Digital Literacy: Online Safety Information Technology: Creating Pictures <i>English link -- digital pictures of Nen from Nen and the Lonely Fisherman</i> Digital Literacy: Effective Searching <i>Science link - Researching world habitats</i>		Information Technology: Spreadsheets Information Technology: Making Music Information Technology: Questioning	
Visits/Visitors/first hand experiences	History off the Page (Great Fire of London) Jewish synagogue		Local habitats workshop (Gillespie Park) Where am I? workshop (Gillespie Park) Arsenal sites - Emirates stadium, Highbury Stadium Square, Arsenal Museum		Sustainability workshop (Gillespie Park) Know How Plants Grow workshop (King Henry’s Walk Garden)	

		October Gallery – El Anatsui exhibition (summer art project link)	
History	Events beyond living memory that are significant nationally or globally: The Great Fire of London - The Great Fire of London 1666 - Comparing life in London now and then - Historical sources (buildings, objects, artefacts, photographs and written evidence) - Learning about significant individuals – Samuel Pepys, Guy Fawkes	Local area history project – comparing past and present Significant historical places in our local area: Arsenal Stadium	
Geography	- Identify and describe London landmarks - Locate London and its landmarks on a map - Use simple compass directions and locational and directional language to describe the location of features on a map of London - Use basic symbols in a key - Use simple grid references	Geographical Skills & Fieldwork: Local area study - Use simple compass directions and locational and directional language to describe the location of features and routes on a map of local area - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key - Use simple fieldwork and observational skills to study the geography of our school and the key human and physical features of the surrounding environment	Locational knowledge - Name and locate the world's seven continents and five oceans - Name and locate the four countries and capital cities of the UK and its surrounding seas Place knowledge - Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country (Accra, Ghana) Human & physical geography - Locate hot and cold areas of the world in relation to the Equator - Use basic geographical vocabulary to refer to key physical and human features Geographical Skills & Fieldwork - Use world maps, atlases and globes to identify the UK and its countries and the continents and oceans - Use simple compass directions and locational and directional language to describe the location of features and routes on a map - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
Art & Design	Artist study - Andre Derain London paintings Writing link: Biography of Andre Derain's life	Artist study – El Anatsui and October Gallery	Artist study - Georgia O'Keefe Scale & pastel work
Design Technology		Mechanisms – wheels and axles	Food Technology – Design, make and evaluate a fruit smoothie (PSHE link – healthy eating)
Personal, Social and Health Education (PSHE)	Mental health and emotional wellbeing: Friendship Pupils learn: about the importance of special people in their lives	Keeping safe and managing risk: indoors and outdoors Pupils learn: - about keeping safe in the home, including fire safety - about keeping safe outside	Sex and relationships education: boys, girls & families (science link) - Differences and similarities between people - Biological differences between male and female animals including children - Growing from young to old

	• about making friends and who can help with friendships • about solving problems that might arise with friendships My Happy Mind: 1. Meet your brain - giving children a foundational knowledge of the brain and teaching them how they can look after their minds to be at their very best 2. Celebrate - introducing the theory that we all have different character strengths and that by understanding what they are and then using them as much as possible, we can be at our best Cooking – rock cakes		• about road safety Drug, alcohol and tobacco education: Medicines and Me Pupils learn: • why medicines are taken • where medicines come from • about keeping themselves safe around medicines My Happy Mind: 3. Gratitude - teaching children the importance of gratitude and what happens in our brain when we give and receive gratitude 4. Relate - teaching children the importance of being able to relate or get along with others in order to have positive relationships Cooking-Tzatziki		• Caring for self and others • Different types of family and how their home life is special Physical health and wellbeing: (science link) What keeps us healthy? • How to eat well • Importance of physical activity, sleep and rest • People who help us to stay healthy and well • Basic health and hygiene routines My Happy Mind: 5. Engage - bringing together everything the children have learnt throughout the My Happy Mind curriculum, using the knowledge and skills they have acquired to help them to engage in the world through goal setting 6. Consolidation - referring back to what has been learnt throughout the year and continuing to use the skills the children have learnt, habits they've made and knowledge they've acquired to be the best self they can be to themselves and to others Cooking – fruit smoothies (DT link)
Growth Mindset	Debate ideas and share different opinions Learning through working with others Explore mistakes as part of the learning process		Reinforce and consolidate ideas from autumn term throughout year 2		
Physical Education	<u>Gymnastics with Calypso gymnastics</u> Balance Body parts high and low, body shape aware, link movements with control Mirror, contrast, lead, follow. Plan and perform linked actions		<u>Fundamentals</u> Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will be given the opportunity to work with a range of different equipment		<u>Net/Wall games</u> Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring
	<u>Ball Skills</u> Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball	<u>Dance</u> Linked to London topic – Gunpowder Plot	<u>Invasion</u> Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means.	<u>Team building</u> Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork	<u>Yoga</u> Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance
					<u>Athletics</u> Pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance
					<u>Striking and Fielding (rounders/cricket)</u> Common skills and principles. Individual, pair and group skill practice. Understand different roles. Introduce concept of striking a ball.

Music	Kodaly Jolly Music Method Level 1 - Respond to sung instructions with and without words - Learn songs with two pitches (s, m) - Play a glockenspiel in time with a song - Work with visual representation of the pulse (hearts) in several songs - Explore different kinds of voice production - Change voices (speak, sing, whisper) at a given signal	Christmas Show - Learn Christmas songs - Performing with actions - Cross-curricular links with drama - Composing music/lyrics for the show - Music concentration games - Record different pitches on a graphic score	Jolly Music Level 1 - Respond to sung instructions with and without words - Learn songs with two pitches (s, m) - Play a glockenspiel in time with a song - Work with visual representation of the pulse (hearts) in several songs - Explore different kinds of voice production - Change voices (speak, sing, whisper) at a given signal	The Friendship Song - Listening and appraising songs which have a story/ songs about friendship/ pop songs from different eras - Using dance moves and body percussion to find the pulse and play rhythms - Learning to sing the friendship song - Learning to play body percussion and instrumental percussion in the band song - Improvising simple rhythms to include in the band song - Composing simple rhythms and melodies to add into the song - Performing the band song with singing, instruments and dance moves	Jolly Music Level 1 - Respond to sung instructions with and without words - Learn songs with two pitches (s, m) - Play a glockenspiel in time with a song - Work with visual representation of the pulse (hearts) in several songs - Explore different kinds of voice production - Change voices (speak, sing, whisper) at a given signal	Vamoosh Recorder Book 1 - learning simple songs using the note B - Listening to and appraising a variety of pieces of music from various genres - Learning basic recorder technique - Learning a variety of songs using the note B - Reading, singing and playing the note B from staff notation - Performing songs with added percussion - Improvising simple rhythms using the note B
Religious Education	Who is Jewish and what do they believe? (Believing strand)		How and why do we celebrate special and sacred times? (Expressing strand)		How should we care for others and the world and why does it matter? (Living strand)	