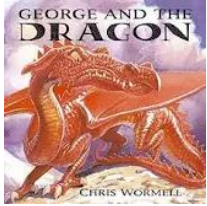



# Topic Overview

## Year 2





Topic		Turrets and Talons		
Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>George and the Dragon by Chris Wormell</p>  <p>Rapunzel by Bethan Woollvin</p> 	<p><b>Writing Objectives</b></p> <ul style="list-style-type: none"> <li>To use question marks, full stops and capital letters</li> <li>To identify the subject and verb in a sentence</li> <li>To use commas for a list</li> <li>To use expanded noun phrases</li> <li>To use sentences of different forms (commands)</li> <li>To use imperative verbs</li> <li>To use past and present tense correctly and consistently</li> </ul> <p><b>Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>A letter of invitation from the princess to George</li> <li>Riddle: Description of characters</li> <li>Explanation text of how to defeat the witch</li> <li>Performance Poetry</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>To ask and answer questions such as What was it like for a...? What happened? How long ago?</li> <li>To give reasons why people from the past acted in the ways they did.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>To show pattern, lines and textures in my drawing</li> <li>To show different tones using pencils</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>To design and make products, modifying the product as the project evolves</li> <li>Use a range of joining techniques</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Trip to Arundel Castle</li> <li>Dress Up Day (Knights, dragons, princes, princesses)</li> </ul>	<ul style="list-style-type: none"> <li>All About Castle Fact File</li> <li>Sketch of Arundel Castle</li> <li>A 3D Model of a Castle with working draw bridge.</li> <li>A letter of invitation from the princess to George</li> <li>A Riddle</li> <li>Explanation text of how to defeat the witch</li> <li>A Performance Poetry video</li> </ul>

# Topic Overview

## Year 2



<b>Topic</b>	Bright Lights, Big City
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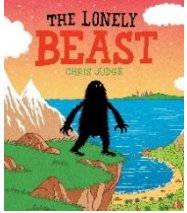
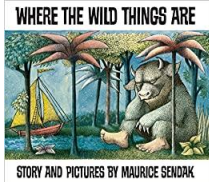
Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>The Hackney Martian by Paul Brown</p>  <p>The Queen's Knickers by Nicolas Allen</p> 	<p><b>Writing Objectives</b></p> <ul style="list-style-type: none"> <li>To use subordinating and coordination conjunctions</li> <li>To use expanded noun phrases</li> <li>To use possessive apostrophes</li> <li>To use the simple past tense and the past progressive tense</li> </ul> <p><b>Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>A guidebook of London landmarks</li> <li>Shape Poem</li> <li>Short story about the Queen</li> <li>Newspaper report about the missing knickers</li> <li>Letter to persuade the Queen to wear your knickers</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>To place historical figures, events and artefacts in order on a given timeline, using dates where appropriate.</li> <li>To add labels to timelines.</li> <li>To use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>To use information gained from research to describe differences between then and now.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>To accurately use basic geographical vocabulary to describe physical and human features of places e.g. town, village, river, mountain</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>To perform a range of cutting and shaping techniques</li> <li>To use a range of joining techniques</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>To recognise common uses of information technology beyond school</li> </ul>	<ul style="list-style-type: none"> <li>Virtual Tour of London</li> <li>Post letters of persuasion to the Queen along with Knicker designs.</li> <li>Recreation of Great Fire of London</li> </ul>	<ul style="list-style-type: none"> <li>Great Fire of London fold out timeline</li> <li>Diary Entry from Samuel Pepys (tea stained)</li> <li>Great Fire of London Silhouette Art</li> <li>A guidebook of London landmarks</li> <li>An Ariel view map of London</li> <li>Knickers Shape Poem</li> <li>Newspaper report about the missing knickers</li> <li>Knicker Design</li> <li>Letter to persuade the Queen to wear your knickers</li> </ul>

# Topic Overview

## Year 2



Topic	Planet Earth
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Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>The Lonely Beast by Chris Judge</p>  <p>Where the Wild Things Are by Maurice Sendak</p> 	<p><b>Writing Objectives</b></p> <ul style="list-style-type: none"> <li>To make simple additions, revisions and corrections</li> <li>To use expanded noun phrases</li> <li>To write in the first person</li> <li>To use suffixes</li> </ul> <p><b>Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>A first-person story retell</li> <li>A descriptive jellyfish poem</li> <li>A third person story of a Beast's journey to the forest</li> <li>Character Description: Mix and Match Wild Thing Book</li> <li>Poem: When I Feel Wild I...</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>To identify the location of hot and cold areas of the world in relation to the North and South poles</li> <li>To refer to maps, atlases and globes to identify all continents and oceans studied</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>To use basic weaving techniques</li> <li>To show pattern, lines and textures in my drawing</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<ul style="list-style-type: none"> <li>Owls About Town visit</li> <li>RSPB Trip</li> </ul>	<ul style="list-style-type: none"> <li>Information Book about Owls - produced on Book Creator</li> <li>World Map highlighting animal habitats around the world</li> <li>Lift the flap food chain book</li> <li>A jellyfish poem on a 3D piece of Jellyfish Art</li> <li>A Story Book of the Beast's journey</li> <li>Mix and Match Wild Thing Book</li> </ul>

# Topic Overview

## Year 2



Topic	<b>One Small Step</b>
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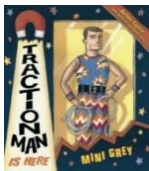
Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>The Man on the Moon by Simon Bartrum</p>  <p>The Way Back Home by Oliver Jeffers</p>  <p>Fantastically Great Women Who Changed the World by Kate Pankhurst</p> 	<p><b>Writing Objectives</b></p> <ul style="list-style-type: none"> <li>To sequence sentences to form short narratives</li> <li>To re-read writing to check it makes sense and make simple revisions</li> <li>To use subordinating and coordinating conjunctions</li> <li>To use apostrophes for contraction</li> <li>To use different forms of sentence</li> </ul> <p><b>Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>Diary entry of day in the life of Bob</li> <li>Postcard from a space tourist to family</li> <li>Story: Third person, story recount</li> <li>Non-Chronological Report: About the life of Amelia Earhart</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>To learn about the lives of a significant individuals in the past who have contributed to national and international achievements (Neil Armstrong, Amelia Earhart)</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>To learn a range of dry materials (pencils, pastels, chalk and charcoal)</li> <li>To learn about the work of a range of artists</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>To demonstrate safe use of a given tool. (saw)</li> <li>To perform a range of cutting and shaping techniques</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>To create and debug simple programs</li> <li>To use logical reasoning to predict the behaviour of simple programs</li> </ul>	<ul style="list-style-type: none"> <li>Possible trip to local Planetarium depending on budget</li> <li>Tweet questions to local astronaut Tim Peake</li> <li>"Astronaut" visitor</li> </ul>	<ul style="list-style-type: none"> <li>Information Leaflet about Astronauts</li> <li>Peter Thorpe style rocket art</li> <li>Watercolour Planet</li> <li>Outcome linked to the Wright Brothers</li> <li>Diary entry of day in the life of Bob</li> <li>Postcard from a space tourist to family</li> <li>The Way Back Home Retell</li> <li>Non-Chronological Report: Take Flight with Amelia Earhart</li> </ul>

# Topic Overview

## Year 2



Topic	<b>Little Gardeners</b>
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Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>The Secret Sky Garden By Linda Sarah</p>  <p>Traction Man by Mini Grey</p> 	<p><b>Writing Objectives</b></p> <ul style="list-style-type: none"> <li>To draft and write by composing and rehearsing sentences orally</li> <li>To write for different purposes</li> <li>To make simple additions, revisions and corrections</li> <li>To use the past tense and the past progressive tense</li> <li>To use possessive apostrophes</li> <li>To use expanded noun phrases</li> </ul> <p><b>Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>A leaflet for secondary informing them of the importance of not littering</li> <li>A letter to parents to persuade them to take part in the wildflowers project</li> <li>A character description for Traction Man</li> <li>A Traction Man and Scrubbing Brush adventure story</li> <li>A letter of thanks from Traction Man to Granny</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plant</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>To devise a simple map, including basic symbols in a key (e.g. part of Chichester/local area)</li> <li>To describe land use and the key human and physical features of the schools surrounding areas using observation and fieldwork</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>To use a rolling pin and cutter and joining techniques</li> <li>To use a range of techniques to create different textures</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>Safely cut, peel or grate ingredients in a hygienic manner</li> <li>Use measuring cups or electronic scales to measure the required amounts</li> <li>To demonstrate safe use of a given tool. (needle)</li> <li>To perform a range of cutting and shaping techniques</li> </ul>	<ul style="list-style-type: none"> <li>Growing Plants</li> <li>Trip to Hills Nursery</li> </ul>	<ul style="list-style-type: none"> <li>Instructions on how to plant a seed</li> <li>A grown plant</li> <li>A clay flower</li> <li>Needle felt flower</li> <li>A salad - made with things we have grown (cress, lettuce and spinach)</li> <li>A leaflet for secondary informing them of the importance of not littering</li> <li>A letter to parents to persuade them to take part in the wildflowers project</li> <li>A character description for Traction Man</li> <li>A Traction Man and Scrubbing Brush adventure story</li> <li>A letter of thanks from Traction Man to Granny</li> </ul>

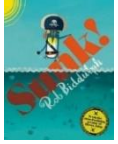

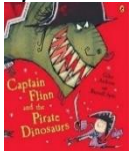


# Topic Overview

## Year 2



<b>Topic</b>	<b>Ahoy Shipmates!</b>
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Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>Sunk! by Rob Biddulph</p>  <p>The Pirate Cruncher by Johnny Duddle</p>  <p>Captain Flinn and the Pirate Dinosaurs by Giles Andreae</p> 	<p><b>Writing Objectives</b></p> <ul style="list-style-type: none"> <li>To use apostrophes for contraction</li> <li>To make simple additions, revisions and corrections</li> <li>To use inverted commas</li> <li>To use prepositions</li> <li>To use expanded noun phrases</li> <li>To use rhyming couplets</li> <li>To use tenses consistently and correctly</li> </ul> <p><b>Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>Instructions for how to get to Walker Plank's Island</li> <li>Advertisement to persuade children to visit Captain Plank's Pirate Playground</li> <li>Short story set on a pirate ship using direct speech</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>To use information gained from research to describe differences between then and now.</li> <li>To use subject related vocabulary and: recently, before, after, now, later, a long time ago</li> <li>To learn about the lives of a significant individuals in the past who have contributed to national and international achievements (Black Beard)</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>To understand geographical similarities and differences of human and physical geography of Chichester and a small area in a non-European country</li> <li>To use 4 point compass directions (north, south, east and west) and simple locational language to describe features of landscapes</li> <li>To describe the location of features and routes on a map using compass directions</li> <li>To refer to maps, atlases, and globes to identify all continents and oceans studied</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>To perform a range of cutting and shaping techniques</li> <li>Use a range of joining techniques</li> </ul>	<ul style="list-style-type: none"> <li>Trip to Portsmouth Historic Dockyard</li> <li>Visit from Paul Olsen</li> <li>Pirate Dress Up Day</li> </ul>	<ul style="list-style-type: none"> <li>Pirate Flag Bunting</li> <li>Science Experiment for treasure boats</li> <li>Biography of Blackbeard</li> <li>Desert Island painting</li> <li>Treasure Map</li> <li>Instructions on a scroll</li> <li>Advertisement Poster for Captain Plank's Pirate Playground</li> <li>Dialogue between two pirates</li> <li>Lift the flap pirate ship information page</li> </ul>

## Topic Overview Year 2



### RE and PSHE Coverage

	Temperance 1	Temperance 2	Justice 1	Justice 2	Courage 1	Courage 2
	Turrets and Talons	Bright Lights, Big City	Planet Earth	One Small Step	Little Gardeners	Ahoy Shipmates!
RE	Sikhism <ul style="list-style-type: none"> <li>• 10 Gurus</li> <li>• Key Events in Guru Nanak's Life</li> </ul>	Sikhism <ul style="list-style-type: none"> <li>• Guru Nanak's Birthday (30<sup>th</sup> November 2020)</li> <li>•</li> </ul>	Christianity <ul style="list-style-type: none"> <li>• The Bible</li> <li>• Key Events in Jesus' Life (Feeding of the 5000/ Sermon on the Mount)</li> </ul>	Christianity <ul style="list-style-type: none"> <li>• Palm Sunday (28<sup>th</sup> March 2021)</li> <li>• Easter Story (4<sup>th</sup> April 2021)</li> </ul>	Islam <ul style="list-style-type: none"> <li>• Ramadan (starts 12<sup>th</sup> April 2021)</li> <li>• Eid-ul-Fitur (12<sup>th</sup> - 13<sup>th</sup> May 2021)</li> </ul>	Islam <ul style="list-style-type: none"> <li>• Life of Muhammad</li> <li>• The Quarn</li> </ul>
PSHE	Living in the Wider World - Rules, Rights and Responsibilities	Relationships - Healthy Relationships	Relationships - Feelings and Emotions  Living in the Wider World - Caring for the Environment	Health and Wellbeing - Healthy Lifestyles  Health and Wellbeing - Keeping Safe	Health and Wellbeing - Growing and Changing  Relationships - Valuing Difference	Living in the Wider World - Money  Transition to Year 3