



**Avanti Court Primary School Annual Curriculum Overview 2018-19      Year: 2**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Value</b>	<b>Empathy</b>	<b>Self-discipline</b>	<b>Respect</b>	<b>Integrity</b>	<b>Courage</b>	<b>Gratitude</b>
<b>Main Theme</b>	<b>Brainwaves Time Travellers</b>	<b>History-people of the past</b>	<b>We are what we eat</b>	<b>Our World</b>	<b>The Stories people tell</b>	<b>A Day in the Life</b>

<p><b>Maths</b></p>	<p><b>Number: Place value</b>  <b>Number: Addition and Subtraction</b>  <i>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</i></p> <p>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</p> <p>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</p> <p>identify, represent and estimate numbers using different representations, including the number line</p> <p>read and write numbers to at least 100 in numerals and in words</p> <p>recognise the place value of each digit in a two-digit number (tens, ones)  <b>Addition and subtraction</b>  recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:  * a two-digit number</p>	<p><b>Multiplication and division</b>  count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward (copied from Number and Place Value)</p> <p>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</p> <p>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>	<p><b>Fractions</b>  Pupils should count in fractions up to 10, starting from any number and using the 1/2 and 2/4 equivalence on the number line (Non Statutory Guidance)</p> <p>recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity</p> <p><b>money</b>  recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>find different combinations of coins that equal the same amounts of money.</p> <p><b>PRE- SATS ASSESSMENT</b></p>	<p><b>Shape</b></p> <p>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p>compare and sort common 2-D and 3-D shapes and everyday objects</p> <p><b>PRE- SATS ASSESSMENT</b></p>	<p><b>Time</b>  tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.  know the number of minutes in an hour and the number of hours in a day.  (appears also in Converting)</p> <p>know the number of minutes in an hour and the number of hours in a day.  (appears also in Telling the Time)</p> <p><b>POST SATS ASSESSMENT</b></p>	<p><b>Measure</b>  choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p><b>POST SATS ASSESSMENT</b></p>
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English	<p><b>Texts:</b> Toby and the GFOL Lili The GFOL Liz Gogerly</p> <p><b>Genres:</b> Retell (Toby and The Great Fire of London) Eye witness accounts (Samuel Pepys Diary entries) (Toby and The Great Fire of London) Instruction writing – making a fire (no single book link) Descriptive writing (Lili) Senses poem (Lili) Fact Files (The GFOL Liz Gogerly)</p> <p><b>Vocabulary, Grammar and Punctuation:</b> Learn about sentences in different forms questions, exclamation, command. To extend phrases e.g. The amazing bird- and to use tenses.</p>	<p><b>Texts:</b> Princess and the White Bear Lifting of Govardhan</p> <p><b>Genres:</b> Newspaper articles Explore biography and autobiography genre linked to IPC plan</p> <ul style="list-style-type: none"> <li>Florence Nightingale</li> <li>Srila Prabhupada</li> </ul> <p>Descriptive writing Inferencing Role on Wall and Tell me Grid Retell/Story Map Reading and talk for writing – fairy tale writing</p> <p><b>Vocabulary, Grammar and Punctuation:</b> Learn subordination using: when, if, that, or , because. Use verbs in the present and past forms to mark actions e.g. she is drumming, he was shouting. Use capital letters, full stops, question marks, exclamation marks to demarcate sentences-on-going all year</p>	<p><b>Texts:</b> Olivier’s Vegetables Olivier’s fruits?</p> <p><b>Genres:</b> Create a book/brochure about healthy eating or food Food Poetry Create own recipe /instructions Write a food diary</p> <p><b>Vocabulary, Grammar and Punctuation:</b> Learn how to use familiar and unfamiliar words correctly e.g. capital letters, full stops, exclamation marks, question marks, commas for lists, apostrophes for contractions e.g. don’t and possessive e.g. The girl’s bag.</p>	<p><b>Texts:</b> None identified</p> <p><b>Genres:</b> To understand the features of a Greek myth. To plan and write a myth to include characters and setting. Build stamina for writing Add illustrations to a story</p> <p><b>Vocabulary, Grammar and Punctuation:</b> Learn how to use familiar and unfamiliar words correctly e.g. capital letters, full stops, exclamation marks, question marks, commas for lists, apostrophes for contractions e.g. don’t and possessive e.g. The girl’s bag. Revise previous terms learning.</p>	<p><b>Texts:</b> Fiction: Pandora’s box &amp; other stories. Krishna book Greek stories and myths.</p> <p><b>Genres:</b> Read Myths and stories and describe the characters and settings. Write own stories based on the ones read.</p> <p><b>Vocabulary, Grammar and Punctuation:</b> Learn how to use familiar and unfamiliar words correctly e.g. capital letters, full stops, exclamation marks, question marks, commas for lists, apostrophes for contractions e.g. don’t and possessive e.g. The girl’s bag.</p>	<p><b>Texts:</b> Meerkat mail Journey</p> <p><b>Genres:</b> Non Fiction- create a fact file on an animal of their choice Newspaper reports Postcard writing using contractions Descriptive writing Adventure stories including a postcard story</p> <p><b>Vocabulary, Grammar and Punctuation:</b> Learn how to use familiar and unfamiliar words correctly e.g. capital letters, full stops, exclamation marks, question marks, commas for lists, apostrophes for contractions e.g. don’t and possessive e.g. The girl’s bag. Revise previous terms learning.</p>	
	Arts and Creativity	- use a range of materials to design and make products	-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	-to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	-to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	-about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines, and making links to their own work	-about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines, and making links to their own work

	<b>Physical &amp; Emotional health (including Yoga)</b>	GYM-Children will explore different ways to balance and how to make different shapes with their bodies. How to put on a 'lively' performance	Children will learn about the different ways we can move to create a sequence.	Indoor games Children will practise catching, throwing, running and jumping skills. They will apply these skills in a range of activities.	Children will learn about fables and the lessons that they teach us and how we can use dance and movement to tell a story	Team games & practise sports day games	Children will learn to exercise and warm up before a game. Learn about the rules and positions in a game of football. Practising and improving football skills.
	<b>Science</b>	<p><b>Uses of everyday materials</b></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Uses of everyday materials</b></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Animals, including humans</b></p> <p>Notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p><b>Living things and their habitats</b></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive 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 identify and name a variety of plants and animals in their habitats, including microhabitats 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</p>	<p><b>Living things and their habitats</b></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive 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 identify and name a variety of plants and animals in their habitats, including microhabitats 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</p>	<p><b>Plants</b></p> <p>Observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>

<b>Computing</b>	I safe- Unit to introduce children to concept of being safe online using imaginary characters to understand risks associated with sharing personal information online. How to make informed choices.	I-Safe to introduce children to concept of being safe online using imaginary characters to understand risks associated with sharing personal information online. How to make informed choices	Computing: /Algorithms: Children will explore the use of algorithms in everyday life, including command and response functions. Also, children will learn to create and debug simple programs following the I-Compute Scheme of work.	Computing: /Algorithms: Children will explore the use of algorithms in everyday life, including command and response functions. Also, children will learn to create and debug simple programs following the I-Compute Scheme of work.	I Search:- Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Understand internet contains large amounts of information.	To use links to navigate a website. Locate specific information and collect information. Navigate a website and use hyperlinks.
<b>Technology</b>	Technical knowledge -build structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	Make -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Evaluate -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria	Design -design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology		-select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
<b>History</b>	- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]  - significant historical events, people and places in their own locality	-the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Florence Nightingale, Christopher Columbus, Alexander Bell and Srila Prabhupada]				- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life  - significant historical events, people and places in their own locality

	<b>Geography</b>	<p>About different houses, homes and other buildings around the world</p> <p>How to use maps and atlases to locate the different countries these buildings are in.</p>		<p>-patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>		<p>-use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</p> <p>-use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	
	<b>Educational Visits</b>	<p>The Museum of London, Fire Exhibition</p>	<p>Freshwater Theatre in the form of Florence Nightingale will be visiting the school as part of our IPC topic – People from the Past.</p> <p>A devotee from the Hare Krishna Temple, Watford will visit to speak about Srila Prabhupada as part of our IPC topic, People from the Past.</p> <p>Holy Trinity Church (Christmas Church visit)</p>	<p>Tesco Farm to Fork linked to our topic We are What we Eat and Science – Taking Care of our Bodies</p>	<p>Colchester Zoo visit linked to our Science learning Living Things and Their Habitats</p>	<p>No Trip planned due to SATS</p>	<p>Visitor from the Met Police and local firestation linked to our IPC topic – A Day in the Life...</p> <p>Bedford Park – Den Building (Team building activities after SATS)</p>
	<b>Home Learning Projects &amp; Weeks</b>	<p>Project based over the summer</p> <p>GFOL- chn to build houses – over the summer before starting year 2.</p> <p>Reading Comprehension and Maths alternate weeks.</p>	<p>TBC</p>	<p>Create your own pizza with toppings, packaging and an advert. The advert can be in the form of a poster or video.</p>	<p>No Project</p>	<p>No Project</p>	<p>TBC</p>