



## Year 2 Curriculum Overview 2020-21

### Summer 1<sup>st</sup> Half Term

	1	2	3	4	5	6	7
<b>Key Events</b>		Life Ed. Tent St Georges Day		May Day	Sports Day/Week	Ascension and Pentecost	
<b>Focus weeks</b>	RE	History	Science	Science	Art	RE	Art
<b>Room of Wonders/ Trip/ Visitor</b>							
<b>English</b>	Wind in the Willows (Fiction)				The Owl & the Pussycat (Poetry)	The Snail and the Whale (Fiction)	
<b>Maths</b>	Place Value, Addition and Subtraction			Multiplication and Division			
<b>RE</b>	2.5 Why is the Church a special place for Christians? What makes a place special? Where is your special place? What do you think makes a Church a special place? Why is the church a special place for Christians? Why/when do people go to Church? What happens in the Church? What makes a place holy/sacred? Why do people of other faiths have their own special buildings? Why do people build special places to meet and worship?					2.6 What happened at the Ascension and Pentecost (23/5)	2.5 Church cont.
<b>PSHE / P4C</b>	<b>Physical Health and Wellbeing</b>						
<b>Science</b>	<b>Living things and their habitats – Land animals and insects</b> How do animals eat/find their food? (food chain) Do all animals eat the same thing? Which animals hunt and which animals are hunted? What animals live in our school environment? How are animals and plants adapted to live in their habitats? Why do animals and plants live in different places? How do seasons					<b>Growing Plants Part 2</b> How long does it take for a seed to grow? What conditions are needed for a plant to grow?	



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	<p>affect our animals and plants? Which animals hibernate and why? Why do snails hibernate but slugs don't? How do habitats change over the school year?</p>	<p>Do all plants need the same things to grow?          What kinds of plants grow in our school grounds?          Why do plants thrive better in different areas?</p>
<b>Geography</b>	Cross curricular links in History, Science and English	
<b>History</b>	<p><b>The Great Fire of London</b></p> <p>How can we work out how the great fire started? What happened during the great fire and how do we know? Why did the great fire burn down so many houses? Could more have been done to slow the spread of the fire? How did people manage to live through the great fire? How shall we rebuild London after the great fire?</p>	
<b>Art &amp; Design</b>	London's Burning collaborative art work with Year 1 - printmaking	Artist focus – Matisse – collage.
<b>D&amp;T</b>		
<b>Music</b>	Charanga – Friendship song, songs about the great fire.	
<b>Computing</b>	We are programmers	
<b>PE</b>	Athletics	