



Windmill Hill Primary School

Curriculum Plan 2017-19

Year Group: Year 2

Subjects	Autumn 2017	Spring 2018	Summer 2018	Autumn 2018	Spring 2019	Summer 2019
English	Autobiographical snapshot – Descriptive writing Non Fiction – Instructions Narrative 1 – Stories with familiar settings Non Fiction - Recount	Non fiction – Explanations Poetry Unit – Patterns on a page Narrative 2 – Traditional stories Non fiction – Persuasive text	Non fiction – Balanced argument Non Fiction – Non- Chronological Reports. Narrative 3 – Significant authors	Autobiographical snapshot – Descriptive writing Non Fiction – Instructions Narrative 1 – Stories with familiar settings Non Fiction - Recount	Non fiction – Explanations Poetry Unit – Patterns on a page Narrative 2 – Traditional stories Non fiction – Persuasive text	Non fiction – Balanced argument Non Fiction – Non- Chronological Reports. Narrative 3 – Significant authors
Mathematics	<u>Number</u> - Number and place value. - Addition and subtraction. - Multiplication and division. <u>Fractions</u> -Recognise, name and write fraction	<u>Measurement</u> - Measure length/height (m/cm). - Measure mass (kg/g). - Measure capacity (kg/g). - Measure temperature (°C) - Compare and	<u>Geometry</u> - Properties of 2D and 3D shapes. - Position and direction <u>Statistics</u> - Interpret and construct pictograms, tally charts, block	<u>Number</u> - Number and place value. - Addition and subtraction. - Multiplication and division. <u>Fractions</u> -Recognise, name and write fraction	<u>Measurement</u> - Measure length/height (m/cm). - Measure mass (kg/g). - Measure capacity (kg/g). - Measure temperature (°C) - Compare and	<u>Geometry</u> - Properties of 2D and 3D shapes. - Position and direction <u>Statistics</u> - Interpret and construct pictograms, tally charts, block



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	$\frac{1}{3} \frac{1}{4} \frac{2}{4} \frac{3}{4}$ - Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	order measurements. - Use symbols for pound (£) and pence (p) - Compare and sequence intervals of time	diagrams and tables. - Ask and answer questions using data.	$\frac{1}{3} \frac{1}{4} \frac{2}{4} \frac{3}{4}$ - Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	order measurements. - Use symbols for pound (£) and pence (p) - Compare and sequence intervals of time	diagrams and tables. - Ask and answer questions using data.
Science	- Living things and their habitats - Animals including humans.	- Uses of everyday materials.	- Seasonal changes - Plants	- Living things and their habitats - Animals including humans.	- Uses of everyday materials.	- Seasonal changes - Plants
Computing	- E-safety - Computer programming	- E-safety - Multi-media and digital graphics	- E-safety - Presenting and interpreting data	- E-safety - Computer programming	- E-safety - Multi-media and digital graphics	- E-safety - Presenting and interpreting data
Design and Technology	- Design, make and evaluate a bridge. - Designing, making and evaluate our own Christmas decorations.	- Designing, making and evaluate our own magnets.	- Designing, making and evaluate our own sandwich.	- Design, make and evaluate a bridge. - Designing, making and evaluate our own Christmas decorations.	- Designing, making and evaluate our own magnets.	- Designing, making and evaluate our own sandwich.
Geography	<u>The place where I live</u> - Mapping	<u>Explorers</u> - Mapping - Field work	<u>Buckets and spades</u> - Mapping	<u>The place where I live</u> - Mapping	<u>Explorers</u> - Mapping - Field work	<u>Buckets and spades</u> - Mapping



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	<ul style="list-style-type: none"> - Field work - Enquiry investigation Communications 	<ul style="list-style-type: none"> - Enquiry and investigation - Communications 	<ul style="list-style-type: none"> - Field work - Enquiry and investigation Communications 	<ul style="list-style-type: none"> - Field work - Enquiry and investigation Communications 	<ul style="list-style-type: none"> - Enquiry and investigation Communications 	<ul style="list-style-type: none"> - Field work - Enquiry and investigation - Communications
Art & Design	<p>Portraits of themselves and people looking at artists Monet, David Hockney and Modigliani using drawing, painting and sculpture.</p>		<p>Abstract art looking at the artist Wassily Kandinsky. Children will use different techniques such as: colour, pattern, texture, line, shape, form and space.</p>	<p>Portraits of themselves and people looking at artists Monet, David Hockney and Modigliani using drawing, painting and sculpture.</p>		<p>Abstract art looking at the artist Wassily Kandinsky. Children will use different techniques such as: colour, pattern, texture, line, shape, form and space.</p>
History	<p><u>The place where I live</u></p> <ul style="list-style-type: none"> - To use evidence to find out about the past. - To build an overview of world history. - To understand chronology. - To communicate historically. 	<p><u>Explorers</u></p> <ul style="list-style-type: none"> - To use evidence to find out about the past. - To build an overview of world history. - To understand chronology. - To communicate historically. 	<p><u>Buckets and spades</u></p> <ul style="list-style-type: none"> - To use evidence to find out about the past. - To build an overview of world history. - To understand chronology. - To communicate historically. 	<p><u>The place where I live</u></p> <ul style="list-style-type: none"> - To use evidence to find out about the past. - To build an overview of world history. - To understand chronology. - To communicate historically. 	<p><u>Explorers</u></p> <ul style="list-style-type: none"> - To use evidence to find out about the past. - To build an overview of world history. - To understand chronology. - To communicate historically. 	<p><u>Buckets and spades</u></p> <ul style="list-style-type: none"> - To use evidence to find out about the past. - To build an overview of world history. - To understand chronology. - To communicate historically.



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Languages	<u>French</u> Look at colours and numbers. My birthday – introduction of months.	<u>French</u> My House – name different rooms, features of the house, cutlery and food. My family – naming members of the family and their specific family.	<u>French</u> Clothes, colours, weather, days of the week, actions, places and animals.	<u>French</u> Look at colours and numbers. My birthday – introduction of months.	<u>French</u> My House – name different rooms, features of the house, cutlery and food. My family – naming members of the family and their specific family.	<u>French</u> Clothes, colours, weather, days of the week, actions, places and animals.
Music	Revision of djembe drums, agogos and ganzas. Concentrate on correct technique. More complex quick/ slow rhythms. Play on instruments. Look at the concept of pitch and get introduced to ‘singing in tune’ and important aspects of performance.	Recap over rhymes. Play rhythms on djembes, agogos and ganzas. Progress to more complex rhythms. Learn how to hold notes. Observe the conductor’s/ choir master signals.	Continue looking at complex rhythms. Look at very simple African and Samba rhythms. Learn more complex songs.	Revision of djembe drums, agogos and ganzas. Concentrate on correct technique. More complex quick/ slow rhythms. Play on instruments. Look at the concept of pitch and get introduced to ‘singing in tune’ and important aspects of performance.	Recap over rhymes. Play rhythms on djembes, agogos and ganzas. Progress to more complex rhythms. Learn how to hold notes. Observe the conductor’s/ choir master signals.	Continue looking at complex rhythms. Look at very simple African and Samba rhythms. Learn more complex songs.



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<p>Physical Education</p>	<ul style="list-style-type: none"> - Dance – Use simple movements and patterns. - Fundamentals – Static balance, balance. - Games – Large ball skills and games, throwing and catching, inventing games. 	<ul style="list-style-type: none"> - Dance - Use simple movements and patterns. - Fundamentals - Agility, co-ordination, dynamic balance. - Gym – Bouncing/flight, turning, spinning, twisting, points and patches, linking movements. 	<ul style="list-style-type: none"> - Games – Bat and ball skills, skipping and games, aiming, hitting, kicking, making games up. - Athletics – Running and collecting, jumping for height, throwing, target throwing, running at speed, jumping. 	<ul style="list-style-type: none"> - Dance – Use simple movements and patterns. - Fundamentals – Static balance, balance. - Games – Large ball skills and games, throwing and catching, inventing games. 	<ul style="list-style-type: none"> - Dance - Use simple movements and patterns. - Fundamentals - Agility, co-ordination, dynamic balance. - Gym – Bouncing/flight, turning, spinning, twisting, points and patches, linking movements. 	<ul style="list-style-type: none"> - Games – Bat and ball skills, skipping and games, aiming, hitting, kicking, making games up. - Athletics – Running and collecting, jumping for height, throwing, target throwing, running at speed, jumping.
<p>PSHE & Citizenship</p>	<ul style="list-style-type: none"> - New beginnings. - Getting on and falling out. 	<ul style="list-style-type: none"> - People who help us. - Relationships. 	<ul style="list-style-type: none"> - Hygiene. - Resilience and persistence. 	<ul style="list-style-type: none"> - New beginnings. - Getting on and falling out. 	<ul style="list-style-type: none"> - People who help us. - Relationships. 	<ul style="list-style-type: none"> - Hygiene. - Resilience and persistence.
<p>Performing Arts</p>	<p>Drama - Kirsty</p>	<p>Drama – Kirsty</p>	<p>Drama - Kirsty</p>	<p>Drama - Kirsty</p>	<p>Drama - Kirsty</p>	<p>Drama – Kirsty</p>