

Staplehurst School Curriculum Overview

Year 2: 2024-25

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p align="center">How is London different to Staplehurst?</p>	<p align="center">Why is the Great Fire of London a significant event in British history?</p>	<p align="center">Where in the world can we sail?</p>	<p align="center">What impact did Florence Nightingale and Mary Seacole have on modern medicine?</p>	<p align="center">How is life in Mugurameno Village in Zambia different to life in Staplehurst?</p>	<p align="center">How have castles formed over time?</p>
<p>The term will develop our geographical skills to explore Staplehurst through fieldwork and its human and physical features. We shall use a compass and aerial maps and photographs to recognise landmarks around Staplehurst. We will then make comparisons to the human and physical features of London.</p> <p>In English we will look at the characters of Paddington and Katie. We will explore the London settings of each</p>	<p>We shall delve into British History, as we begin our study of The Great Fire of London. We will investigate and interpret the past using artefacts, pictures, and stories to help us understand what happened. Also, we will be thinking about what life must have been like during that time. We will use what we have learnt in our writing to produce narratives set during The Great Fire.</p> <p>In Art we will be focusing on homes –</p>	<p>For our Geography topic, we will be sailing across the seven seas and learning all about the continents and oceans.</p> <p>In English, we will enhance our writing through the use of a variety of sentence types, writing both non-fiction and fictional texts.</p> <p>In D.T we will design and create our own animal puppets. We will be exploring how to use</p>	<p>We shall be developing our historian skills this term to find out the impact that Mary Seacole and Florence Nightingale had on modern medicine. We will explore the impact they have both had on our world today and what we can learn from their actions.</p> <p>In English, we will use descriptive writing features to describe character and setting as well as creating our own narratives based</p>	<p>This term we will expand on our geographical skills as we explore the continent of Africa, comparing what life is like in the Mugurameno Village in Zambia. We will be comparing this village to our own village, Staplehurst. We shall also be exploring how proximity to the equator affects weather.</p> <p>In Art we will investigate colour blending to create a sunset colourwash. We</p>	<p>Our final topic this term will focus on the formation of castles and defences over time. We will label key features of castles and understand their purpose.</p> <p>In D.T we will consider the food monarchs ate and compare to our diet. We will consider what is a nutritious and healthy meal to design our own castle banquet. We will learn how to cut, peel and grate ingredients safely as well as measuring, weighing, and cooking</p>

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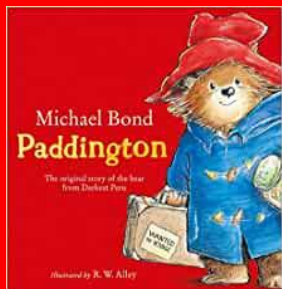
<p>text and develop our own character and setting descriptions.</p> <p>In DT, we shall be learning about mechanisms. We will plan, design, and evaluate our own vehicles using wheels, axles, a chassis and sawing techniques.</p> <p>Science: Uses of Everyday Materials</p> <p>PSHE: What makes a good friend?</p> <p>RE: Who is Jewish and what do they believe?</p> <p>PE: Gymnastics</p> <p>ICT: Coding</p> <p>DT: Vehicles (mechanisms)</p>	<p>linked to our history topic. We will explore texture and use clay to create our final pieces. We will focus on the art work of Romany artist Gabi Jimenez</p> <p>Science: Uses of Everyday Materials</p> <p>PSHE: What is bullying?</p> <p>RE: How should we care for others and the world, and why does it matter?</p> <p>PE: Football</p> <p>ICT: Online safety</p> <p>Art: Tudor Houses using clay</p>	<p>templates and the best way to join materials together.</p> <p>Science: Living Things and Life Cycles</p> <p>PSHE: What jobs do people do?</p> <p>RE: How do religious groups think the universe began?</p> <p>PE: Dance</p> <p>ICT: Spreadsheets (Excel)</p> <p>DT: Animal puppets (textiles)</p>	<p>on The Proudest Blue.</p> <p>Science: Keeping Healthy</p> <p>PSHE: What helps us to stay safe?</p> <p>RE: How and why do we celebrate sacred times?</p> <p>PE: Basketball</p> <p>ICT: Questioning</p> <p>Art: Piet Mondrian</p>	<p>will then explore shape and form to draw African savannah silhouettes.</p> <p>Science: Living Things and Life Cycles</p> <p>PSHE: What helps us grow and stay healthy?</p> <p>RE: How do Jewish people celebrate Passover?</p> <p>PE: Athletics</p> <p>ICT: Making Music and Creating Pictures</p> <p>Art: African Savannah silhouettes</p>	<p>them.</p> <p>Science: Plants and Animals including Humans</p> <p>PSHE: How do we recognise our feelings?</p> <p>RE: How can we learn from sacred books? (Christianity and Islam)</p> <p>PE: Tennis</p> <p>ICT: Presenting Ideas</p> <p>DT: Summer Fruit Salad.</p>
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LITERACY TEXTS

Paddington

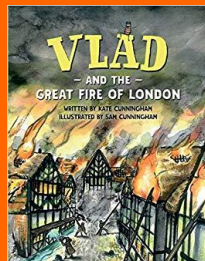


Katie in London



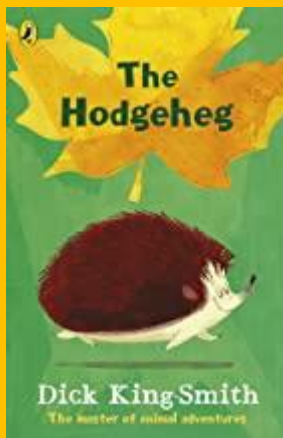
LITERACY TEXTS

Vlad and The Great Fire of London



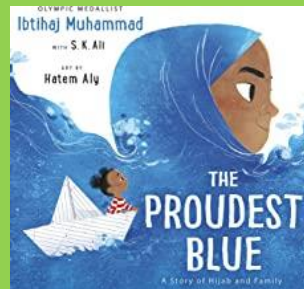
LITERACY TEXTS

The Hodgeheg

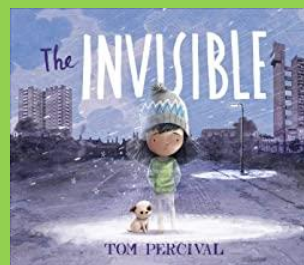


LITERACY TEXTS

The Proudest Blue



The Invisible



LITERACY TEXTS

Zeraffa Geraffa



The Lost Homework



LITERACY TEXTS

The Owl Who Was Afraid of the Dark

