

Wood End Park Academy: Year Two

Autumn Term Curriculum Overview 2016-17

Great Fire of London/Significant people

OVERVIEW: The aim of this sequence of work is to help the children develop an understanding of the events of the Great Fire of London and Florence Nightingale, Mary Seacole and Edith Cavell.

Maths links

Literacy links

British Values

ICT link

Maths and Literacy overviews are separate documents

Wood End Park Academy: Year Two

Autumn Term Curriculum Overview 2016-17

Enrichment

	English	Maths	Science	History	Art and DT	Music	Computing	RE and PSHE
Displays <i>Location?</i>	Transition day work	Transition day work	Animals including humans	Great Fire of London Around the world – countries we have been to.	GFOL Houses Pointillism flames, London landscape and portraits			Artefacts – Hinduism Christian stories
Trips / visitors	GFOL theatre company visit Florence Nightingale museum							
Safety	E-safety- ongoing Fire Safety							
Assembly	Singing Festival/Christmas carol performance							
Whole school focus	History day Black History Month Anti-bullying Session							
Opening Minds	Positive motivation- I can say what I enjoyed and what I need to do next time.							

Core subjects

	<u>Grammar</u>	<u>Spelling</u>	<u>Science</u> <u>JM</u> <u>Animals including humans</u> <u>(Animals focus)</u>	<u>Computing - KD/BH</u>
	<p><u>Handwriting Expectations</u></p> <p>Pupil can almost always make choices over letter shapes and joins to ensure fluency, legibility, good presentation and individuality and is increasing the pace of writing while sustaining neatness and accuracy.</p> <p>Pupil can nearly always select the appropriate writing instrument and justify their choice: e.g. as at left and can explain why a particular pen colour and thickness was chosen for a particular poster or flyer and is able to write quickly and for extended periods without loss of neatness and legibility or undue strain or cramp.</p>			
Session 1	2.3.b.1 Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	2.1.a.3 Spell by: learning to spell common exception words (homework focus for term 1)	LO: I know what a mammal is. (New Lesson)	I can recap the basic functions of using a computer. What other functions of a computer do you know?
Session 2	2.3.b.3 Learn how to use: the present and past tenses correctly and consistently including the progressive form	2.1.a.3 Spell by: learning to spell common exception words (homework focus for term 1)	LO: I know that frogs have offspring, which grow into adults.	I can use knowledge on eSafety to think of rules to stay safe online. What actions could you put in place to keep yourself safe online?

Wood End Park Academy: Year Two

Autumn Term Curriculum Overview 2016-17

Session 3	2.3.b.2 Learn how to use: sentences with different forms: statement, question, exclamation, command	RS 2.1.a.1 Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	LO: I know that butterflies have offspring, which grow into adults	I can create a Smartie the Penguin eSafety poster on paper. How can you make your poster stand out?
Session 4	2.3.b.2 Learn how to use: sentences with different forms: statement, question, exclamation, command	2.1.a.2 Spell by: learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones	LO: I know that chickens have offspring, which grow into adults.	I can create basic illustrations using Paint.
Session 5	Prefixes	Prefixes	LO: I can identify the basic needs of animals for survival.	I can use a paint software to produce illustrations for a story. What other software can you used to create your story?

Wood End Park Academy: Year Two

Autumn Term Curriculum Overview 2016-17

Session 6	Suffixes	<p>Suffixes- es Teach spelling pattern- if a word ends in ...</p> <p>RS 2.1.b.3 Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly <KPI uses the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs></p>	<p>LO: I can identify the basic needs of animals for survival</p>	<p>I can create illustrations to tell a story.</p> <p>What additional tools could you used to tell your story?</p>
Session 7	Suffixes	<p>Suffixes- es Teach spelling pattern- if a word ends in ...</p> <p>RS 2.1.b.3 Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly <KPI uses the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs></p>	<p>Uses of every day materials</p> <p>AS</p>	<p>I can use more advanced tools when creating illustrations.</p>
Session 8	2.3.b.3 Learn how to use: the present and past tenses correctly and consistently including the progressive form	2.1.b.1 Spell by: learning the possessive apostrophe (singular): e.g. the girl's book		
Session 9	2.3.b.2 Learn how to use: sentences with different forms: statement, question	2.1.b.1 Spell by: learning the possessive apostrophe (singular): e.g. the girl's book		

Wood End Park Academy: Year Two

Autumn Term Curriculum Overview 2016-17

10 Session	Homophones	2.1.a.4 Spell by: distinguishing between homophones and near-homophones		
11 Session	Homophones	2.1.a.4 Spell by: distinguishing between homophones and near-homophones		
12 Session	Contractions	2.1.b.2 Spell by: learning to spell more words with contracted forms		
13 Session	Contarctions	2.1.b.2 Spell by: learning to spell more words with contracted forms		

Wood End Park Academy: Year Two
Autumn Term Curriculum Overview 2016-17

Foundation subjects

	<u>History - GFOL</u> EA	<u>Music (NMc)</u>	<u>DT- Building Autumn 1</u> Structures (GFOL houses) LHF/FK <u>Art - Autumn 2</u> Pointillism Georges Seurat	<u>RE</u> <u>Hinduism</u> Planned by Perry	<u>PE</u> <u>Gymnastics</u> AT	<u>PSHE</u> <u>New Beginnings and Anti Bullying</u> EA
Session 1	LO: I can understand key events.		LO 1: I can generate ideas about my design	LO: I can investigate religious artefacts.		LO: I know how to make my classroom a nice environment. Sorting
Session 2	LO: <u>LO</u> : I can explain why things happened.		LO 2: I can design my palace structure	LO: I can revise how Hindus view of God.		LO: I know how keep safe in the school playground.

Wood End Park Academy: Year Two

Autumn Term Curriculum Overview 2016-17

Session 3	LO: I can explain how it felt to live during the Great Fire of London.		LO 3: I can select appropriate tools and materials.	LO: I understand the religious experience of a Puja.		LO: I understand how rules (laws) are followed in the UK.
Session 4	LO: I can ask questions about an event. Age of people involved - % or fraction		LO 4: I can use a wide range of materials to assemble my design.	LO: I can understand how religious artefacts are used.		LO: I can understand the role of a police officer.
Session 5	LO: I can place events in order. Time order, days, dates timeline		LO 5: I can explore and use mechanisms	LO: I can understand devotion.		LO: I can understand how and why new rules get made.
Session 6	LO: I can use a source to find out information.			LO: I can explore ideas of good and evil (Navratri).		LO: I can create new school rules. Counting steps
Half Term						
	JM		EA	Planned by Perry	AT	Planned by Perry
Session 7	LO: I can use sources to find information about Florence Nightingale. Find out dates of each even and put into order How long ago did Florence live?		<u>Art - Autumn 2</u> Pointillism Georges Seurat	LO: I can understand the origins of Christianity.	Games/Dance	Anti - Bullying Week

Wood End Park Academy: Year Two

Autumn Term Curriculum Overview 2016-17

Session 8	LO: I can look at the changes Florence Nightingale made to nursing.			LO: I can understand what it means to have hope. Context: Story of Noah 2 x 2 animals - linked to two times table and doubling If there were 13 pairs of animals how many animals were there?		
Session 9	LO: I can understand the life of Edith Cavell.			LO: I can understand the importance being a good Samaritan.		
Session 10	LO: I can explain why a person should be remembered in a significant way			LO: I can understand religious guidance.		
Session 11				LO: I can understand how Christians see the loving nature of God		
Session 12				LO: I know about the Christmas story.		

Wood End Park Academy: Year Two

Autumn Term Curriculum Overview 2016-17

Session 13						
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