

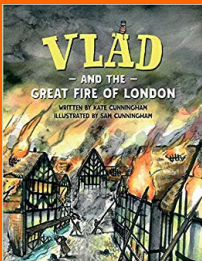
Staplehurst School Curriculum Overview

Year 2: 2022-23

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 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</p>	<p>We shall delving 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 – 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 PSHE: What is</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 templates and the best way to join materials together.</p> <p>Science: Living Things and Life Cycles PSHE: What jobs do people do? RE: How do religious groups think the universe began? PE: Dance</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 on The Proudest Blue.</p> <p>Science: Keeping Healthy PSHE: What helps us to stay safe? RE: How and why do we celebrate sacred times? PE: Basketball ICT: Questioning</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 will then explore shape and form to draw African savannah silhouettes.</p> <p>Science: Living Things and Life Cycles PSHE: What helps us grow and stay healthy? RE: How do Jewish</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 them.</p> <p>Science: Plants and Animals including Humans PSHE: How do we recognise our feelings? RE: How can we learn from sacred books? (Christianity and Islam) PE: Tennis</p>

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<p>sawing techniques.</p> <p>Science: Uses of Everyday Materials PSHE: What makes a good friend? RE: Who is Jewish and what do they believe? PE: Gymnastics ICT: Coding DT: Vehicles (mechanisms)</p>	<p>bullying? RE: How should we care for others and the world, and why does it matter? PE: Football ICT: Online safety Art: Tudor Houses using clay</p>	<p>ICT: Spreadsheets (Excel) DT: Animal puppets (textiles)</p>	<p>Art: Piet Mondrian</p>	<p>people celebrate Passover? PE: Athletics ICT: Making Music and Creating Pictures Art: African Savannah silhouettes</p>	<p>ICT: Presenting Ideas DT: Summer Fruit Salad.</p>
<p>LITERACY TEXTS</p> <p>Paddington</p>  <p>Katie in London</p> 	<p>LITERACY TEXTS</p> <p>Vlad and The Great Fire of London</p>  <p>Sammy the Street Dog</p> 	<p>LITERACY TEXTS</p> <p>The Hodgeheg</p> 	<p>LITERACY TEXTS</p> <p>The Proudest Blue</p>  <p>The Invisible</p> 	<p>LITERACY TEXTS</p> <p>Zeraffa Geraffa</p>  <p>One Plastic Bag</p>  <p>The Lost Homework</p>	<p>LITERACY TEXTS</p> <p>The Owl Who Was Afraid of the Dark</p> 

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